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ABSTRACT

Commonwealth Ministries of Education were asked to report on how they are undertaking the improvement of the quality of basic education in their respective countries. The papers in this volume focus on: (1) Nigeria; (2) St. Lucia; (3) Tanzania; and (4) Zimbabwe. Charts and statistical data support each country's report. (EH)

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ED 461 536

Eleventh Conference of Commonwealth Education Ministers

Barbados, 29 October - 2 November 1990

AGENDA ITEM 2

IMPROVING THE QUALITY OF BASIC EDUCATION

COUNTRY PAPERS (VOLUME 8)

NIGERIA

ST LUCIA

TANZANIA

ZIMBABWE

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INTRODUCTION

Commonwealth Ministries of Education were asked to report on how they are undertaking to improve the quality of basic education in their countries, the main theme of the Eleventh Conference of Commonwealth Education Ministers.

Volume 8 of these country papers on Conference Agenda Item 2, **Improving the Quality of Basic Education**, contains some of these country papers; others are similarly bound and issued in separate volumes.

For ease of reference each paper is prefaced by a coloured cover sheet and each page is given a coded folio number as shown below.

NIGERIA	NIG 1 - 44
ST LUCIA	SLU 1 - 18
TANZANIA	TAN 1 - 46
ZIMBABWE	ZIM 1 - 30

Education Programme
Human Resource Development Group
Commonwealth Secretariat
July 1990

NIGERIA

ELEVENTH CONFERENCE OF COMMONWEALTH EDUCATION MINISTERS, BARBADOS, 28TH OCTOBER - 2ND NOVEMBER, 1990

NIGERIA'S COUNTRY PAPER

ON

IMPROVING THE QUALITY OF BASIC EDUCATION

1.0 INTRODUCTION

In recognition of the dynamic role which education can play in improving the quality of life in a nation, Nigeria has committed itself irrevocably to harnessing human and material resources towards the goal of universalising access to basic education. This process has gathered momentum in the past two decades. Within this period the education system has undergone radical changes especially in its structure, its content and the widening of its accessibility. These changes had their origin in a series of national conferences and seminars which took place between 1969 and 1973. The events brought together persons of all shades of opinion from all walks of life to deliberate on the problems of education in Nigeria, and generate ideas on a new direction for it. The National Policy on Education (1981) was the outcome of the deliberations. As stated in the Policy, Nigeria recognises education as "the greatest investment that the nation can make for the quick development of its economic, political, social and human resources"1

1.1 PHILOSOPHY OF EDUCATION IN NIGERIA

The National Policy on Education stipulates that education will be used as means to promote

(i) "a free and democratic society;
(ii) a just and egalitarian society;
(iii) a united, strong and self-reliant nation;
(iv) a great and dynamic economy;
(v) a land of bright and full opportunities for all citizens."

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1. Federal Republic of Nigeria National Policy on Education, Section 1:6

Education will also aim at inculcating:

(i) "respect for the worth and dignity of the individual
(ii) faith in man's ability to make rational decisions;
(iii) moral and spiritual values in inter-personal and human relations;
(iv) respect for the dignity of labour; and
(v) promotion of the emotional, physical and psychological health of all children".1

1.2 THE STRUCTURE OF EDUCATION IN NIGERIA

The structure of education in Nigeria prior to the current National Policy on Education had been six years of primary, five years of secondary, two years of higher secondary and three or four years of basic university education. The present structure of education, which is geared towards improving the quality of basic education, is made up of six years of primary, three years of junior secondary, three years of senior secondary and three or four years of basic university and other tertiary education (6-3-3-4) system. Please see Appendix 1.

The 6-3-3-4 system of education is aimed at providing formal education for the nation's youth between ages 6 and 22. Within the system, adequate provision is made for specialised needs such as those of:

(i) the handicapped and gifted children;
(ii) children of nomads and migrant fishermen;
(iii) women;
(iv) adults.

2.0 PRE-PRIMARY EDUCATION:

The policy on education recognises the importance of pre-primary education and prescribes that it should be provided as private enterprise but based on guidelines determined by government.

In the past, care and education of pre-school age children in Nigeria was provided by mothers or surrogate

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1. National Policy on Education, Sections 1 and 3

mothers such as grand-mothers, relatives or siblings. However, increasing industrialization and urbanization have necessitated mothers, especially in urban areas, joining the labour force thereby interrupting their role as primary care providers and creating the need for alternative means of early child care and education. The situation is made more complex by the fact that increased educational opportunities have made the services of traditional alternatives such as siblings and relatives more difficult to procure. This has created strong need to have pre-school institutions.

As a result of the need to exercise quality control of pre-primary education delivery in the face of growing demands for pre-primary institutions in Nigeria, Government has set out the objectives of pre-primary education and provided guidelines for establishing and operating such institutions. Government policy states that the purpose of pre-primary education is:

(a) "affecting a smooth transition from the home to the school;
(b) preparing the child for the primary level of education;
(c) providing adequate care and supervision for children while their parents are at work (on the farms, in the markets, offices, etc);
(d) inculcating in the child the spirit of enquiry and creativity through the exploration of nature, and the local environment, playing with toys, artistic and musical activities, etc;
(f) teaching co-operation and team spirit;
(g) teaching the rudiments of number, letters, colours, shapes, forms etc through play, and
(h) teaching good habits, especially and health habits"1

The policy on education emphasises that the main method of teaching in the pre-primary institutions should be through play and that the curriculum of teacher training

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1. National Policy on Education, Section 2:10

colleges should be appropriately oriented to prepare teachers to achieve this.

It also states that the medium of instruction should be principally the mother tongue or the language of the immediate community. To this end, the Nigerian Educational Research and Development Council (NERDC), in collaboration with the departments of linguistics in some universities and state Ministries of Education have developed orthography for 25 Nigerian languages while texts and other instructional materials have been developed by publishers.

In order to ensure quality in pre-primary education Government has provided these guidelines for establishing and running pre-primary institutions:

(i) the site/school building must be inspected by relevant units of State Ministries of Education before approval could be granted for the operation of the school;

(ii) the medium of instruction should be the language of immediate community, in a cosmopolitan school, the use of English language is allowed but the language of the immediate community must be taught;

(iii) the curriculum allows for instruction in religion, moral instruction and social norms;

(iv) school children should be taught the National Pledge, National Anthem and tenets of the various social, political and economic programmes that have been developed to create public awareness and participation in national developmental efforts.

Because pre-primary education is relatively new in Nigeria, it continues to be the subject matter of studies and experimentations.

Within the past few years, the UNICEF, in close collaboration with the Nigerian Educational Research and Development Council (NERDC), has been conducting a pilot programme on the integration of primary health care and early childhood education in five local Government areas in selected parts of Nigeria. The major thrust of the project is the establishment of day-care centres to

provide adequate care and stimulation for infants and young children between birth and six years of age who reside in rural and urban areas and whose parents belong to the lower socio-economic strata. The programme orientation is informal, low cost and community-based.

To facilitate implementation of the Early Child Care Development and Education (ECCDE) programme in five experimental local government areas, the following steps have been taken:

(i) baseline surveys have been conducted to assess the needs and aspirations of the recipients, their attitudes towards child care and the feasibility of the programme;

(ii) curriculum guidelines have been developed for children from birth to six years of age;

(iii) pilot testing to determine the relevance, adequacy and appropriateness of the curriculum has been conducted;

(iv) the training of supervisors, Grade II Teachers, para-professionals, women, non-governmental organisations and Community Development officials to function effectively in the day-care centres established under the auspices of the ECCDE programme, has also been undertaken.

It is envisaged that the dissemination of the results of these pilot programmes and the subsequent expansion of the project nation-wide will enhance the improvement of education at the pre-primary level, particularly in the rural areas.

3.0 PRIMARY EDUCATION

3.1 General Perspective:

Primary education covers the first six years of formal education and it begins at age six and terminates at age eleven. It is universal and free and is constitutionally the responsibility of local governments. Government is aware of the fact that it is the key to the success of the whole education system. Consequently, the policy on

education aims at facilitating access to education at this level for all children within the age group. Specifically, it places emphasis on the attainment of permanent and functional literacy, effective communication, scientific and reflective thinking, development of sound attitudes, moral values and creative skills.

Individuals, communities, religious groups and voluntary agencies are permitted to own and run primary schools. Privately owned schools charge fees while public schools are free. Although several organisations and bodies operate primary schools, constitutionally, as has been stated earlier, primary education is the responsibility of the Local Governments.

3.2 PRIMARY SCHOOL CURRICULUM

The curriculum of the primary school was revised by the new policy on education to include the following subjects:

(i) Language study - English Language and Language of the Community in which the school is located;

(ii) Integrated science;

(iii) Mathematics;

(iv) Social Studies;

(v) Cultural and Creative Arts;

(vi) Health and Physical Education;

(vii) Religious Instruction;

(viii) Agriculture and

(ix) Home Economics.

Evaluation and certification at this level are based on continuous assessment by teachers and headmasters in all the 21 states of the Federation as well as the Federal Capital Territory (FCT) Abuja. Government is also working on a programme aimed at converting the primary school curricula into modules which will form the basis of the continuous assessment of primary school pupils nationwide. The ultimate aim is to phase out the present primary school leaving certificate examination. With effect from 1992 the Primary School Leaving Certificate will be issued

by headmasters of individual schools and will be based on continuous assessment of pupils, and not on the result of a single terminal examination.

3.3 IMPLEMENTATION OF THE UNIVERSAL PRIMARY EDUCATION (UPE)

In 1976, Nigeria embarked upon the Universal Primary Education (UPE) programme in an attempt to widen access to formal basic education at the primary level. The UPE scheme was an important component of the new national policy on education and it was the first part of the policy to be implemented. It made education free at the primary level and required all children who were aged six in September 1976 to enrol in the first year of primary school at that date. In the three years preceding the date, there had been massive expansion of educational facilities at the primary level all over the country, and a crash programme for the training of teachers had been instituted, all in preparation for the take-off of the scheme.

3.4 PUBLIC ENLIGHTENMENT DRIVE ON UPE

In order to get a good response from all segments of the population government carried out a vigorous public enlightenment drive which consisted of:

(i) a powerful campaign, using all avenues of communication to make parents conscious of education and awaken in them a burning zeal for the education of their children;

(ii) many Koranic schools and Islamiya schools were absorbed into the primary school system;

(iii) sensitization of parents to the value of the education of girls.

In addition to these efforts, government equipped the schools and provided textbooks for the pupils to ensure that under-privileged children and regions were not deprived of education.

3.5 PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF UPE

Since the Universal Primary Education (UPE) was launched in 1976 there have been phenomenal increases in primary school enrolment from 8.1 million in 1976 to 14.4 million in 1983, due to increased demand for education; see Appendix II. For the first few years of the UPE Programme, the Federal Government bore the lion's share of the

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financial burden, but later on when the responsibility for funding was passed on to the States and Local governments there arose resource problems compelling many state governments to charge fees or introduce education levy on all taxable adults.

The major problems encountered in the UPE scheme can therefore be summarized as follows:

(i) unexpected explosion of pupil population;
(ii) the resultant inadequacy of physical facilities (e.g. classrooms);
(iii) the inadequacy of teacher supply;
(iv) financial constraints arising from economic recession and inflationary trends;
(v) withdrawal of children from school to assist with parents' economic activities.

To solve the problem of teacher supply, the National Teachers' Institute (NTI) was established by Decree 7 of 1978. The Institute's mandate was to complement the efforts of the conventional teachers' colleges by training the vast army of unqualified primary school teachers through distance learning so that they could train without leaving the classroom. The functions of the Institute are:

(i) to develop and produce self-instructional materials for unqualified teachers using Distance Learning System (DLS) technique;

(ii) to improve the teaching effectiveness of teachers generally through in-service education by way of workshops, seminar, conferences which would assist in the improvement of teachers and through the provision of refresher and other upgrading courses for teachers;

(iii) to undertake research aimed at improving teaching skills and learning processes in our education system;

(iv) and to conduct Teachers' Grade II Certificate Examination[1] and award certificates to deserving candidates.

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1. This is the qualification for teaching in primary schools and it is awarded on completion of a 3-year post junior secondary course.

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In the twelve years of its existence the National Teachers' Institute has steadily increased the percentage of qualified primary school teachers by upgrading a total of 163,716 unqualified ones who were actually teaching.

7 National Primary Education Commission

In another bold bid to stem the decline in quality of primary education in Nigeria the National Primary Education Commission (NPEC) was established by law in August, 1988 and was formally inaugurated in April, 1989. Under the supervision of the Federal Ministry of Education (FME), NPEC has wide-ranging powers to effect improvements in primary education. These include:

(a) prescribing national minimum standards for primary education;

(b) inquiring into and advising the Federal Government on the funding of primary education;

(c) receiving and allocating funds from the National Primary Education Fund (NPEF) to the appropriate body designated by each state and Abuja and to any agency responsible for special primary school projects sponsored by the Federal Government;

(d) collating, in consultation with State Governments, periodic master plans for balanced and co-ordinated development.

By the same law, Local Government Education Authorities (LGA) which were established for each Local Government Area in the States, carry out the day-to-day administration of Primary schools in their areas of jurisdiction. Under each LGA have been established District Education Committees and Village Education Committees to advise on personnel matters and maintenance, and to promote communal interest and participation in the running of primary schools.

The National Primary Education Fund (NPEF) set up simultaneously with the National Primary Education Commission and monitored by the Commission is now the main source of funding for primary education. The Federal Government, from its share of the federation revenue account contributes 65% of the annual calculated costs of primary school staff (teaching and non-teaching) salaries to the fund. States and Local Governments contribute the remaining 35%.

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NPEC is required to monitor the use of funds and is empowered to withhold annual appropriations if it is not satisfied that money disbursed earlier was used in accordance with the provisions of the NPEC decree.

Primary school management boards are established by law in each state to take charge of disbursement of funds from both Federal and State sources, approval of annual budgetary estimates, proposals from the local education authorities, and other matters including personnel management and training of teaching and non-teaching staff. Every evidence so far points to the fact that the Federal Government intervention in primary education is yielding positive results.

Examples of these positive results are:

(i) staff salaries are being paid as and when due;

(ii) the relief brought about by Federal funds has made money available for the provision of physical facilities and instructional materials;

(iii) the close monitoring of the primary education system by NPEC has occasioned better management at the local level;

(iv) levies and fees at primary level are now illegal; it is hoped that this will stem the tide of declining enrolment at this level.

3.8 <u>World Bank Primary Education Project</u>

The Federal Government is in the final stages of the negotiation of a World Bank loan of US $120m for the further strengthening of the primary education system. The major components of the project will be:

(i) provision of books to primary school children in five basic subjects;

(ii) training of primary school teachers and managers of the system;

(iii) strengthening of NPEC and the Primary Education Division of the Federal Ministry of Education;

(iv) provision of equipment and instructional materials, other than books;

(v) strengthening of inspectorate developments of Federal and State Ministries of Education.

It is expected that this project and the efforts of NPEC will restore quality to primary education in Nigeria and ensure sustained development in the future.

4.0 JUNIOR SECONDARY SCHOOL

Within the educational structure of 6-3-3-4 the Nigerian child moves from the primary level to the junior secondary level at the age of twelve. The junior secondary school covers the first three years of the six-year secondary school while the senior secondary school covers the second three years. Presently, the rate of transition from primary to junior secondary school is 44.6%. However, plans are afoot for a nine-year compulsory education for all Nigerian children and this will ensure a minimum of junior secondary education for all children.

Junior secondary education is both pre-vocational and academic. The main objective is to prepare students for the acquisition of knowledge and the development of skills, thus building a bridge between their education and the world of work. It is also a foundation for entry into higher education. To meet these objectives the curricula and syllabuses are developed at the national level and cover such core subjects as listed in Appendix IV, as well as a wide variety of elective ones. The pre-vocational subjects listed below have contributed immeasurably to the diversification of educational experience at this level:

(i) Introductory Technology (Woodwork, Metal Work, Electronics and Mechanics)

(ii) Local Crafts

(iii) Home Economics

(iv) Business Studies

Emphasis is also placed at this level on the teaching of the culture and languages of Nigeria and so the children are required to study one major Nigerian language other than their mother tongue as well as the language of the environment of the school. Schools which have the required facilities may also teach either or both of the non-vocational electives which are:

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(i) Arabic and

(ii) French

Additional subjects for which curricula are being prepared include: computer education, citizenship education, population and family life education.

At the end of the junior secondary school, children have the option to proceed to one of the following, according to their interest and ability:

(i) primary teachers' colleges;

(ii) technical colleges;

(iii) senior secondary schools

Guidance and Counselling constitutes a major component of educational delivery at this level.

Evaluation and Certification are based on continuous assessment scores and an end-of-course examination conducted by the appropriate Ministry of Education, leading to the award of the Junior School Certificate (J.S.C.)

4.1 Problems and solutions at the Junior Secondary School Level (JSS)

Apart from carry-over of school population explosion from the UPE scheme, other major problems encountered in the implementation of the JSS curriculum hinge on the dearth of:

(a) adequately-trained teachers of technical education;

(b) workshops and laboratories for technical subjects;

(c) equipment for technical subjects and;

(d) suitable and relevant textbooks for technical subjects.

A variety of measures have been taken to solve these problems and they include:

(a) revision of teacher education curricula in both teachers colleges and universities to meet the needs of the new curricula at this level;

(b) in-service training of teachers by means of workshops, seminars, sandwich programmes and long distance education programmes;

(c) procurement of technical education equipment through bilateral arrangements with selected external agencies and construction of workshops;

(d) expansion of facilities for the pre-service training of technical teachers;

(e) preparation of suitable text-books as well as standardised tests.

5.0 EDUCATION OF DISADVANTAGED GROUPS

In its continued effort to increase access to education for all population groups, Nigeria has striven over the past few years to remove obstacles which have stood in the way of some of disadvantaged groups namely:

(a) nomads and migrant fishermen

(b) gifted children

(c) handicapped children

(d) women, and

(e) early leavers and late starters.

Programmes which are designed to meet the special needs of these children and integrate them into the mainstream of the educational system are being vigorously pursued. The ensuing paragraphs describe some of these programmes.

5.1 NOMADIC EDUCATION

In Nigeria there are two categories of nomads, the pastoralists (cattle rearing) and the fishermen. These two groups share the delimiting characteristics of constant migration in search of means of livelihood, though the patterns differ. The migratory nature of pastoralists (inter and intra state), which most invariably involves their families, makes it difficult for the children to participate in formal education thus creating the need for a special mode of education for this group of migrants.

In pursuance of the National Policy on Education which requires that special arrangements be made for those

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who do not have easy access to regular schools, the Federal Government made a deliberate effort to plan and implement suitable educational programmes for the pastoral nomads starting from 1986. Similar programmes for migrant fishermen are in the process of being developed.

Towards this end, Government identified both short-term and long-term objectives of nomadic education as described below.

(a) Short-term Objectives

It notes that in practical terms, the acquisition of functional literacy and numeracy should mean for the nomads the ability to:

(i) read with comprehension those things that affect their occupational roles like useful instruction on health and animal treatment, and manufacturer's instruction shhets relating to animal husbandry and agriculture;

(ii) read and understand newspapers and magazines to know what is happening around them, functional literacy will enable them read simple instructions, for example, voting instructions in order to make independent choices on those to govern the nation;

(iii) write legible and meaningful letters to friends, relations, veterinary, agricultural and livestock government officials on the needs of the clans;

(iv) carry out simple calculations and keep records relating to the herd, cost of and returns from investments on improved herds, grazing, disease encountered in seasonal movements, interest charges on credits and rental rates on lands, measurements of land and building to hold family and herds', birth and death statistics;

(v) develop scientific outlook, positive attitudes, and self-reliance to deal with their problems such as reporting outbreak of diseases to Government Agencies;

(vi) improve their relationship with immediate neighbours, sedentary farmers, and government authorities/agencies.

(b) Long-term Objectives

(a) acquisition of knowledge and skills such that will enable the nomad to:

(i) improve his/her income earning capabilities through mixed farming;

(ii) acquire land and develop proper grazing reserves and settlements;

(iii) improve livestock products, such as milk, meat, butter, hide and skin by application of modern technology like refrigeration mechanism for milk and meat, tanning and leather works;

(iv) ensure better marketing for their products including progressive economics of exports;

(v) appreciate the need to use modern saving and bank credit facilities, which will enable them integrate better within the dominant national culture;

(vi) appreciate the aims and functions of cooperatives, and by so doing be better placed to participate in national economic life;

(vii) production of skilled professionals and administrators such as: doctors, nurses, teachers, veterinary or livestock officer pasture agronomists, lawyers, law makers, etc. for effective management of their affairs and constructive contribution to the larger society and

(viii) acquisition of functional knowledge and skills for raising health, well-adjusted families, and for operating happy households, such skills will ensure the protection of family health, good child care, nutrition, sanitation, cultural and recreational activities.

National Commission on Nomadic Education (NCNE)

To ensure effective supervision of nomadic education programme, the Federal Government has established a National Commission on Nomadic Education. The Commission will:

(a) advise the Federal Government on, and co-ordinate all of the nomadic education Programme; and make recommendations on nomadic education Policy to Government;

(b) implement the guidelines, and ensure geographical spread of nomadic education facilities to beneficiaries all over the country;

(c) enquire into, and advise the Federal Government on the financial need of nomadic schools;

(d) receive block grants from government plus and aid from external bodies and other sources, and allocate them to schools in accordance with a formula that may be laid down by the Federal Government

Highlights of the Approaches to Nomadic Education Programme

A multi-faceted approach has been adopted in the implementation of the nomadic education programme. The main features are as follows:

Regular Schools: for settled groups with helping teachers to help nomadic children whose performance fall below expectation as a result of unfamiliar curricular contents and teaching method.

On-Site Schools: these are for semi-sedentary nomadic groups. Such schools are sited along movement routes, at fixed points of reference. Such schools become schools of alternative intake, where the movement patterns of nomads make it necessary.

Mobile Schools (Portable Classrooms): for mobile families depending on their number within a clan cluster.

Adult Education Programmes: which are used to aid all educational systems adopted for the nomads at different levels, radio drama whose style, plot and content reflect the nomadic cultural heritage. Radio commercia and spot announcements, and radio commercials and jingles as well as radio discussions by Fulanis who hav

made it to the top are all envisaged. Since the nomads carry their radio sets along and listen to them as they trek, the use of this medium in educating them promises to make a tremendous impact.

Telecast: this is used mainly for the settled cattle Fulani who possess television sets.

To ensure relevance and maximum participation by the nomads special consideration has been given to issues such as: who should teach, how he can be trained, and what type of curriculum should be developed for nomads.

With respect to who should teach, it is planned that teachers should be drawn from within the community. Where this is not possible, any person outside the community could be recruited, provided he is familiar with the life-style of the people, is acceptable to the community and can speak the language (Fulfulde) fluently.

The maximum qualification of the suitable teacher need not be above Teachers' Grade II Certificate (Primary Teachers' Certificate) with some years of teaching experience.

Achievements

The present Federal Government's deliberate action in the area of nomadic education has resulted in the establishment of 65 regular schools, 45 on site schools, and 10 mobile schools. These 121 schools as at the 1989 school year have enrolled 6,575 pupils. A measure of success has been achieved from both state and federal government's intervention in the education of nomadic families. The awareness has been sufficiently created on the part of governments of the need to provide education for nomads. In response to that awareness twelve state governments made a total of ₦6,589,374 budgetary allocation to nomadic education in addition to the ₦4,805,000 provided by the Federal Government. The population of nomadic children enrolled in the 1989 school year more than doubled the enrolment figure of the past ten years of state governments' provision for their education.

6.0 ADULT AND NON-FORMAL EDUCATION

There exists in every State of the Federation a number of basic adult education and functional literacy programmes. State Ministries of Education as well as individual and private organisations run continuing education course for young people and adults to upgrade their

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knowledge. The courses include remedial programmes for those who need to further their education. Vocational courses are also run by State Governments, voluntary organisations and individuals. The Federal Ministry of Education, recognizing the significance of adult and non-formal education and its crucial role to national development and taking account of the recommendations of the Implementation Committee for the National Policy on Education (Blueprint 1978-79) and those of the UNESCO Regional Programme for the Eradication of Illiteracy in Africa, proposed to Government the establishment of National Commission for Adult and Non-Formal Education. Happily, the Government has accepted this proposal and is actively pursuing its implementation. The main functions are to lay down policy guidelines for Adult and Non-Formal education and to co-ordinate all Adult and Non-Formal Education programmes in the country. The Nigerian National Council for Adult Education (NNCAE) Task Force recommended in 1973 the establishment of a National Centre for Adult Education. The proposal for the Centre was accepted by Government and in the Third Development Plan (1975-1980), the Federal Government provided funds for its establishment. The need for the centre became more urgent when the national mass literacy campaign was not progressing as expected because of the absence of a competent and powerful body at the Federal level to work full time on material development, training of grassroots personnel and give the programme the desired impetus and leadership. Therefore, in consideration of this, the Federal Ministry of Education established a National Centre for Adult Education whose main function are to design programme and develop strategies for the implementation of the National Mass Literacy Campaign in accordance with the nationally-agreed blueprint. The Centre monitors and co-ordinates activities relating to this campaign.

The least known of the Nigerian educational training programmes is the apprenticeship system in the informal sector. This involves a very large number of individuals and covers several trades such as: motor mechanics, carpentry, welding, embroidery, dressmaking and electrical/electronic maintenance services. In the first instance, those individuals have little or no formal education. The entry requirements into formal vocational schools provide the challenge to continue education. The adult education/literacy programme provides the opportunity to overcome this challenge.

7.0 SPECIAL EDUCATION

Special education in Nigeria is described as:

(a) the education of the handicapped and

(b) the education of the gifted.

The country's initial efforts were directed at the handicapped. It is only recently that the education of the gifted has been given prominence, though at the secondary level only.

7.1 Education of the Handicapped

The National Policy on Education highlights the objectives of special education for the handicapped as follows:

(i) to give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, and emotional disabilities notwithstanding;

(ii) to provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation.

Some of the strategies that have been adopted for attaining these and the other objectives of education for the handicapped include:

(i) the establishment of a Federal College of Education Special Education for the training of special teachers and support personnel required for the education, training and care of the handicapped;

(ii) the integration of basic elements of Special Education into the curriculum of primary teacher training colleges and provision of remedies for students with learning disabilities in regular schools;

(iii) reservation of places in vocational institutions for the handicapped who require such training courses;

(iv) involvement of Health Ministries in the programme for the handicapped in matters of early identification, prevention, remedy and treatment of handicapping conditions.

7.2 The Curriculum

At the primary level handicapped children are educated

in specialised schools for the deaf, the blind, the mentally retarded, and so on. At the secondary level, however, the children are integrated into regular schools unless their conditions are too severe for them to cope with work in a normal classroom. The curriculum in use in the specialised schools for the handicapped is basically the same as that used in schools for other children except for the mentally retarded for whom a separate curriculum is designed. In addition, there are special vocational institutions which are programmed to provide specific occupational skills for handicapped persons who are not able to cope with the content of the education available in the other schools. In the various types of special schools, specially trained teachers use special equipment and approaches to ensure effective teaching and learning.

7.3 Training of Teachers and Support Staff

Training of appropriate personnel for Special Education is ensured through the integration of elements of Special Education into the Teacher's Grade Two Certificate[1] curriculum and the curricula for the Nigerian Certificate in Education[2] and the Associateship Training Programme[3]. A Federal College of Education has been set up solely to train special education teachers.

7.4 Financing Special Education of the Handicapped

The three levels of Government in the country, namely Federal, State and Local, are involved in financing education of the handicapped. Funds for the programme are usually disbursed to the schools through the Special Education Units of the Federal and State Ministries of Education. In addition to funds from the three levels of Government, the schools receive financial and material aid from non-governmental, voluntary and religious organizations and philanthropists. Parents also make their own contributions. Non-governmental organizations also provide enlightenment programmes on the situation of the handicapped

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1. Primary Teachers' Certificate

2. Certificate for teaching in the junior secondary school

3. Certificate awarded to experienced qualified primary school teachers after a one-year course in a university or a college of education.

7.5 Level of Implementation

At present, there are about 9,814 handicapped children receiving some form of special education in Nigerian schools. This figure represents only 0.4% of the estimated total number of handicapped children in the country. With the provisions made in some Universities, polytechnics and Colleges of Education for teacher training facilities, future expansion of special education for handicapped children will be facilitated.

7.6 Problems and Solutions

Problems encountered in the efforts made to attain the objectives of special education for the handicapped include, among others:

(a) insufficient funds;

(b) scarcity of special books like brailled ones and other instructional materials;

(c) lack of adequate rehabilitation services;

(d) negative attitude of the public towards the handicapped;

(e) lack of adequate motivation for handicapped pupils and their teachers;

(f) the low economic level of the families of many handicapped children;

(g) inadequate number of qualified teachers.

Strategies that have been adopted to solve these problems include:

(i) increase in teacher training facilities as indicated earlier;

(ii) public awareness programmes on the situation of the handicapped;

(iii) promotion of the participation of handicapped persons in sports, arts and crafts; and

(iv) intensification of Government efforts towards promoting the integration of the handicapped into the regular schools.

8.0 Education of the Gifted and Talented Child

In 1986, the Nigerian Government embarked upon a special programme to identify, encourage and meet the special educational needs of children who show evidence of high performance capability. Such capability cover such areas as intellectual, creative, artistic skills as well as leadership qualities and high academic achievement in specific fields. It is believed that these children require services and activities not ordinarily provided by regular schools in order for them to fully develop their special talents. The gifted programme is designed to ensure not only that the needs of the gifted child are integrated into the overall national effort at providing for the educational needs of each child, but also that the human resources embedded in the gifted child are tapped to ensure the development of Nigeria, especially in the area of science and technology. It had become evident to Nigeria that giftedness could be nurtured by designing enriched environments and opportunities, with the high hope that the potential future impact of the gifted Nigerian children in the society would be of substantial importance.

8.1 Objectives of the Educational Programme for the Gifted

The programme for Education of the Gifted started in March 1988 with the first set of children admitted into eleven pilot junior secondary schools. A special school in Suleija called The Suleija Academy has since been founded to put together in one school the beneficiaries of the project. The long-term curricular objectives of the programme are as follows:

(i) to develop the identified potentials of the individual children to the maximum, and

(ii) to hasten the process of blossoming of the individual's potential.

The immediate objectives include:

(i) to identify specific learning needs of the gifted child;

(ii) to impart a specific body of knowledge, skills, attitudes, and values in relevant disciplines;

(iii) to develop general intellectual, academic, leadership, creative, visual and performing arts potentials;

(iv) to provide an orientation for critical analysis of society's problems, and the development of foresight and acquire competencies, both actual and potential for serving as change agents for a better society of the future.

8.2 Curricular Content and Methodology

The curriculum for the Gifted Education programme includes all existing subjects and disciplines as are stipulated by the National Policy on Education. New subjects and disciplines added to the regular curriculum include: creative writing, computer science, music, creative and performing arts. The programme is presently at the secondary level only, although it is planned to be extended to the primary level in the future. At the junior secondary level, the concentrated and enriched curriculum is laden with high concepts beyond the regular mode. The major aspects of curricular methodology for the gifted programme are the use of innovative learning experiences and instructional strategies. Because giftedness is a multi-dimensional construct, the learning experiences and instructional strategies adopted have to be diverse and appropriately applied to the experiences of the gifted child. Flexibility and challenging combinations are part of the Gifted Programme.

8.3 Administration Monitoring and Evaluating of the Gifted Education Programme

For the effective administration of this programme, a Gifted and Talented Education Unit has been established within the Special Education Divisions of Federal and State Ministries of Education. Monitoring mechanisms are being worked out to assess the progress of these children designated gifted children, through appropriate tests, measurements, interviews and other selection processes. Where it is found that a child cannot cope with the gifted curriculum he will revert to the regular secondary school system.

The education of the gifted child is free at all levels He also receives medical care and other support facilities. The evaluation of the programme has been designed to incorporate formative processes. Formative evaluation will help to monitor:

(i) the main goals/objectives of the programme;

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(ii) the calibre and characteristics of students benefiting from the programme; and

(iii) the required resources and capabilities to achieve the set objectives.

For the summative evaluation of the gifted children, the following strategies/techniques will be used:

(i) criterion reference test;

(ii) practical demonstrations and performance tests;

(iii) interviews;

(iv) curriculum embedded tests and classroom continuous assessment tests; and

(v) expert appraisal aptitude tests.

A minimum criterion score of 95% mastery level in subjects or area of potentials must be maintained by every gifted child for him to remain in the programme.

The programme is yet too young for problems to be detected and solutions proferred. Research and evaluation are a vital part of the programme and will make for constant review and reshaping of the programme in order to meet the dynamic conditions of modern times and of the programme.

Such a challenging programme has implications for teacher education. Highly specialized training is envisaged in order to feed the programme with the appropriate breed of teachers and support staff. Part of the initial preparations includes a public enlightenment campaign to prepare the minds and shape the attitudes of the public in a positive direction towards the gifted education programme.

9.0 WOMEN EDUCATION

The policy objectives of the education of women derive from the need to:

(i) provide equal opportunities for all Nigerians irrespective of gender, from the primary to the tertiary level;

(ii) orientate the attitudes of females towards education;

(iii) provide functional education for girls so as to enable them acquire such skills as: sewing, cookery, baking, typing, dyeing, knitting and related crafts;

(iv) awaken the consciousness of all females to the need to develop a positive self-image;

(v) promote the education of girls in the field of science and technology; and

(vi) re-educate parents and the general public so as to bring about a change in attitude towards women educational programmes.

Efforts at women education in Nigeria have made particular headway since the activities of the World Decade for Women (1975 - 1985). Since then a number of steps have been taken to improve on the over-all status of women and enhance their participation in development through increased opportunities for the education and training of women, both rural and urban, literate and illiterate and both within the formal school system and the out-of-school system

Specific action has been taken in the following areas since 1985:

(a) Adoption in 1987 of a Blueprint on Women Education. The blueprint is the framework of strategies for:

(i) discouraging the withdrawal of girls from school;

(ii) providing training in income-generating activities and scholarship schemes for Nigerian girls who excel in science, technology and mathematics in secondary and tertiary institutions;

(iii) increased training opportunities for girls and women, etc.

(b) Creation of Women Education Branches in the Federal and State Ministries of Education. The Branches among other things carry out awareness campaigns, training for citizenship and leadership, and establishing of Women Education Model Centres in the States of the Federation. These programmes are complemented by those of suppor-

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tive national agencies such as the Directorate for Food, Roads and Rural Infrastructure, Social Development, Health, Agriculture, Commerce and Industry Ministries. Other complementary programmes include the Better Life for Rural Women and those of the Nigerian Association of Women in Science, Technology and Mathematics (NAWSTEM). These programmes go a long way towards reinforcing the strategies adopted for improving the education of women and the awakening in girls of the will to get into fields which hitherto have been the preserve of men.

(c) Organisation of Workshops, Seminars and other activities;

(d) Promotion of science and technology among girls and women. Following a workshop on the subject, the Nigerian Association of Women in Science, Technology and Mathematics (NAWSTEM) was launched in 1989 and was charged with the responsibility of promoting Science, Technology and Mathematics among women and girls through scholarship awards right from the Junior Secondary School level, science and technology competitions, exhibitions, lectures and other activities;

(e) Curricular activities in the Women Education Centres. Courses are run in these centres in order to impart functional education and literacy skills to women. The approach in these activities is to train trainers, usually women-leaders, in the area of leadership, co-operatives and income-generating activities. These women leaders in turn would return to their local government areas and produce a multiplier effect. In addition to equipping the women for income generation, the programmes also equip women with organisational abilities and decision-making skills in community, state and national affairs. Difference categories of women benefit from these centres, from the stark illiterate through semi-literates to school drop-outs.

The Women Education Branch of the Federal Ministry of Education and the Nigerian Educational Research and Development Council (NERDC) are in the process of designing specific curricular guidelines and instructional materials to be used in all the Women Education Centres. It is envisaged that these curricula will be translated into local languages.

Learning materials such as sewing machines, cookers, refrigerators and typewriters are supplied to the centres by the Federal Ministry of Education. Today, the centres number 88, with four in each of the 21 states plus four in the Federal Capital Territory. Each centre is expected to train a minimum of 4,000 Women per annum and if this target is strictly adhered to, the United Nations objective of achieving literacy for all by the year 2000 will become a reality for Nigeria as far as the women folk are concerned.

9.1 Imbalance in the Educational System

Available data on education in Nigeria underscore the following facts:

(a) fewer girls than boys go to school;

(b) female enrolments thin out as learners move up the educational ladder;

(c) female students tend to drift or be guided towards areas of study regarded as feminine and shy away from scientific and technological fields.

The above findings have convinced the State and Federal Governments to promote Women Education so that Women, alongside with men can play their part in the social, economic and political development of the nation.

9.2 Establishment of Special Schools for Girls

One of the ways through which the Federal Ministry of Education attempted to redress the educational imbalance between boys and girls was to set up special schools for girls. To better provide for the desired balance, the Federal Ministry of Education set up Federal Government Girls Colleges, with each state having one such school.

9.3 Efforts at Discouraging the Withdrawal of Girls from School

Some States have come up with policies, some with legal backing, geared at preventing the withdrawal of girls from school for marriage or for any other reason. Thus girls in such states are more able to take advantage of the increasing educational opportunities in the country.

9.4 International Co-operation

International cooperation is also pursued and promoted

on the issue of Women Education. UNESCO, UNDP, UNICEF and Commonwealth assistance constitute the major aspects of international cooperation in this area. World Bank and Rockefeller Foundation also feature in this collaborative endeavour.

10.0 Measures adopted for Quality Control in the Nigerian Educational System

This paper has described the system of education at the basic level in Nigeria; that is, from pre-primary to junior secondary. It has examined the structure, the content, the problems and the solutions which have been applied at specific levels and to specific activities. However, most of the quality control measures and organs are general to the system. Some of these measures are:

(i) Teacher Education

The National Policy on Education states in Section 9, para. 57 that:

> "Teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers"[1]

Consequently, provision of qualified and trained teachers for the primary and secondary levels of education constitutes a priority area in the educational planning of both Federal and State Governments, in order to meet the demands of the expansion of education at all levels.

Facilities are provided for teachers to receive both pre and in-service training. The following institutions provide the various types of training:

(i) Grade Two Teachers' College;

(ii) Colleges of Education and;

(iii) Institutes and Faculties of Education of Universities

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1. National Policy on Education, page 38, (1981)

Some specialised institution such as:

(i) The National Teachers' Institute (NTI)

(ii) Education Resource Centres also provide in-service training for various categories of teachers.

After successfully attending these courses teachers are awarded the following:

(i) Grade Two Teachers' Certificate;

(ii) Nigeria Certificate in Education;

(iii) Bachelors Degree in Education

(iv) Post-Graduate Diploma in Education.

To ensure that the needs of all categories of teachers are met the various institutions demand varied entry qualifications. For instance, the qualification required for the Teachers' Grade Two Certificate is the successful completion of the Junior Secondary School course whereas that of the Colleges of Education is either a successful completion of senior secondary school programme or the possession of the Grade Two Teachers' Certificate.

The Teachers' Grade Two Certificate is the minimum acceptable teaching qualification at the primary school level in Nigeria at the moment. The plan of the Government is to improve the situation such that the Nigeria Certificate in Education becomes the minimum teaching qualification in any school in the country. The Teachers' Grade Two examination conducted by the National Teachers' Institute is both for teacher trainees in Teachers' Grade Two Institutions (part of the 6-3-3-4) and for unqualified/ under qualified teachers in the classroom. So far, of about 302,669 teachers in the field at the primary school level, only 78,007, that is 25.8%, were under qualified as at 1986.[1] It is planned that by 1992 none of this category of teachers would remain in the service as unqualified.

The Nigeria Certificate in Education (NCE) programme puts teachers through a three-year post senior secondary education course run mainly in Institutes of Education of Universities, Colleges of Education as well as the National Teachers' Institute by the Distance Learning System (DLS). Holders of NCE teach in Junior Secondary Schools.

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1. Federal Ministry of Education, Statistics Branch

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(ii) Language in Education

English is the official language in Nigeria. However, to ease the transition of the Nigerian child from home to school, it is the country's policy that the child's mother tongue or language of immediate environment be used as medium of instruction in the first three years of primary education, while English Language is taught to him as a second language. English is used as medium of instruction in the last three years. The rationale is that, for the Nigerian child, the acquisition of verbal and numerate skills and concepts in the Nigerian environment would be easier and better effected through the use of his mother tongue, particularly for children in the rural areas who use very little or no English at all in their home or immediate environment.

To ensure success of teaching in the mother tongue in the first three years of primary education, primary curricula in integrated science, Mathematics, Social Studies, Culture and Creative Arts and English Language have been translated into some Nigerian Languages. Textbooks are also being developed in the local languages for the subjects.

The issue of the use of the mother tongue as the medium of instruction in Nigerian primary schools has age-long myths and prejudices attached to it in certain segments of society, yet the reality of the situation is that many pupils in public primary schools do not have enough mastery of the structures and vocabulary of English Language to achieve any depth of learning. The result is that, in many schools, an unstable bilingual situation continues to exist in classroom environments and in teaching events even up to the upper primary classes. Government is therefore making all effort to ensure that in the implementation of the language policy in schools generally, the appropriate learning materials are available and that teachers are adequately trained to cope with the task of using them as medium of instruction in the lower classes of the primary school.

(iii) Central Development of School Curricula

By law, the Nigerian Educational Research and Development Council is charged with the responsibility of developing curricula for the primary and secondary levels of education and for the mass literacy programme

Curricula so developed are submitted to the Joint Consultative Committee Education[1] (JCC) for scrutiny. When they are passed by this committee they are recommended to the National Council on Education (NCE)2 for approval. They become operative after approval by the NCE. This arrangement ensures minimum standard in the content of education at these levels and also permits modification to meet local needs, especially at the primary level.

The curricula currently in use in the school system were developed after the publication of the new National Policy on Education and integrated in them is the new thrust of educational delivery, which is practicalisation of educational content and method.

(iv) Federal and State Inspectorate Services

Monitoring of the school system is done by the inspectorate services of the Federal and State governments. The activities of the services include periodic visits to schools to examine among other things, physical facilities, staff strength and quality, instructional materials, school administration and school curriculum. Exhaustive reports are written on schools visited and submitted to ministries of education for follow-up action.

In recent times the inspectorate services have not been able to perform optimally because of financial constraints. However, a component of the World Bank primary education project will be the strengthening of inspectorate services at Federal and State levels so that they can play a role in the rehabilitation of the primary education system.

(v) Implementation Committee for the National Policy on Education (ICNPE)

The constitutional devolution of responsibility for education among the three levels of government, federal, state and local, puts both higher education and secondary education on the concurrent legislative list of the states. This means that responsibility for the implementation of the new national policy on education rests with the Federal government, the twenty two state governments and Abuja capital territory and the 453 local governments, in the case of primary education.

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1. Membership of the JCC is made up of all chief professional officers in federal and state Ministries of Education and it is an advisory body to the NCE on all educational matters at primary and secondary levels and in teacher education.
2. Membership of the NCE is made up of the Minister of Education and all State Commissioners of Education. It is the highest policy making body in Education.

This arrangement has created a need for a central body to establish guidelines for the implementation of the policy, and coordinate and monitor implementation activities in all the states of the Federation and Abuja capital territory. The Implementation Committee for the National Policy on Education was appointed to carry out this task. It is responsible for the interpretation of the provisions of the policy and, to this effect, it has published a blueprint on the policy. It conducts regular monitoring of educational delivery all over the country to identify implementation problems and find solutions. It has published a series of guides and handbooks on aspects of the policy. The activitie of the committee have facilitated the implementation of the policy and ensured a uniform pace all over the country.

(vi) Adoption of Continuous Assessment in Schools

Another innovation which the new education policy introduced into the school system is the use of continuous assessment. Hitherto, evaluation of the learning achievement of school children had been solely by means of examinations at the end of term and end of session. The new system has introduced a combination of continuous assessment and examinations in the determination of learning achievements, both during and at the end of a child's school career. It is believed that this approach will compel a steady application by children to their school work and ensure a fairer assessment of their total performance.

11.0 CONCLUSION

The quality of education at any level is a product of the kinds of inputs at that level. Planning for functional and qualitative basic education would then simply mean paying attention to all the inputs into education at that level.

Some of the major educational inputs in any country at all levels are: funds, teachers, instructional materials, physical facilities, ancillary services by non-teaching staff and management skills and monitoring. To the extent that these elements are provided in the proper quantities, quality can ordinarily be guaranteed. And because of the interrelatedness of the levels of education, there should be no need for the starving of one level of necessary inputs in order to sustain the other.

In Nigeria, therefore, each level of education has specific objectives to serve the nation's desire to achieve its ethos. The objectives at one level have taken cognizance of stages immediately below and above it with appropriate curricula designed for their full attainment. The Nigerian Education Reserach and Development Council (NERDC) has

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produced subject curricula and guides which aim at leading to the realisation of these objectives. Since both policy and curricula have been national efforts, objectives and curricula have achieved a great deal of match, resulting in our present primary and junior secondary education offerings being hopefully, suitable for this country in the 90s and beyond.

The availability of funds is without doubt the most dominant input in the provision of education. In this era of declining national economies, it is, therefore, not surprising that it has become well-nigh impossible to maintain uniform standard and quality of educational offerings in all primary and secondary schools. However, every child at the developmental unit level continues to be provided with equal opportunities of access to the limited number of good institutions.

Nigeria recognises that the acquisition of basic education is the birthright of every citizen. It also believes that an enlightened citizenry is the best guarantee of national progress and stability and, by implication, of international cooperation and harmony. This is why our country will continue to spare no resources in its pursuit of the goal of using education as a key to unlock the potentials of every citizen and develop the potentials of Nigeria.

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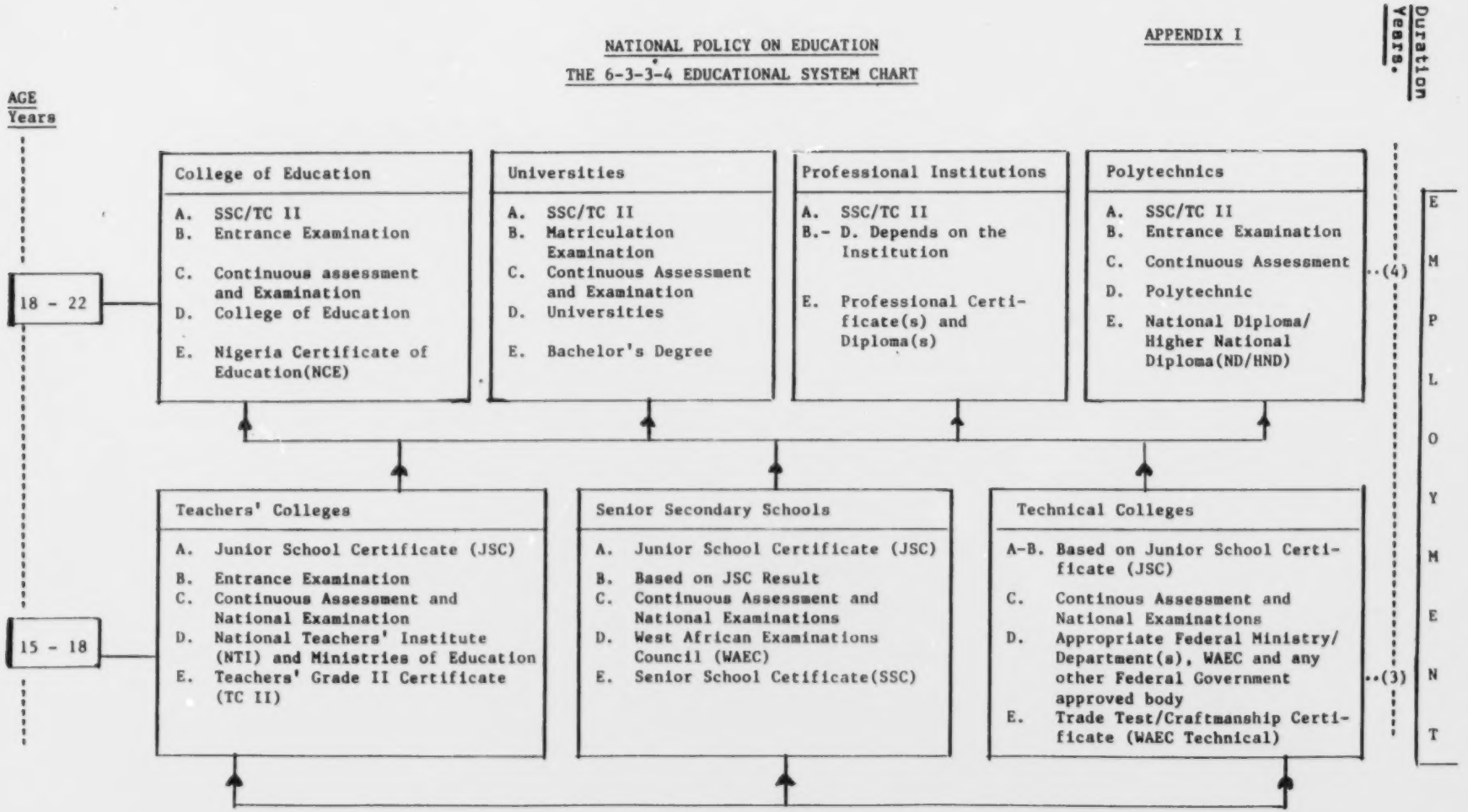
APPENDIX I

NATIONAL POLICY ON EDUCATION

THE 6-3-3-4 EDUCATIONAL SYSTEM CHART



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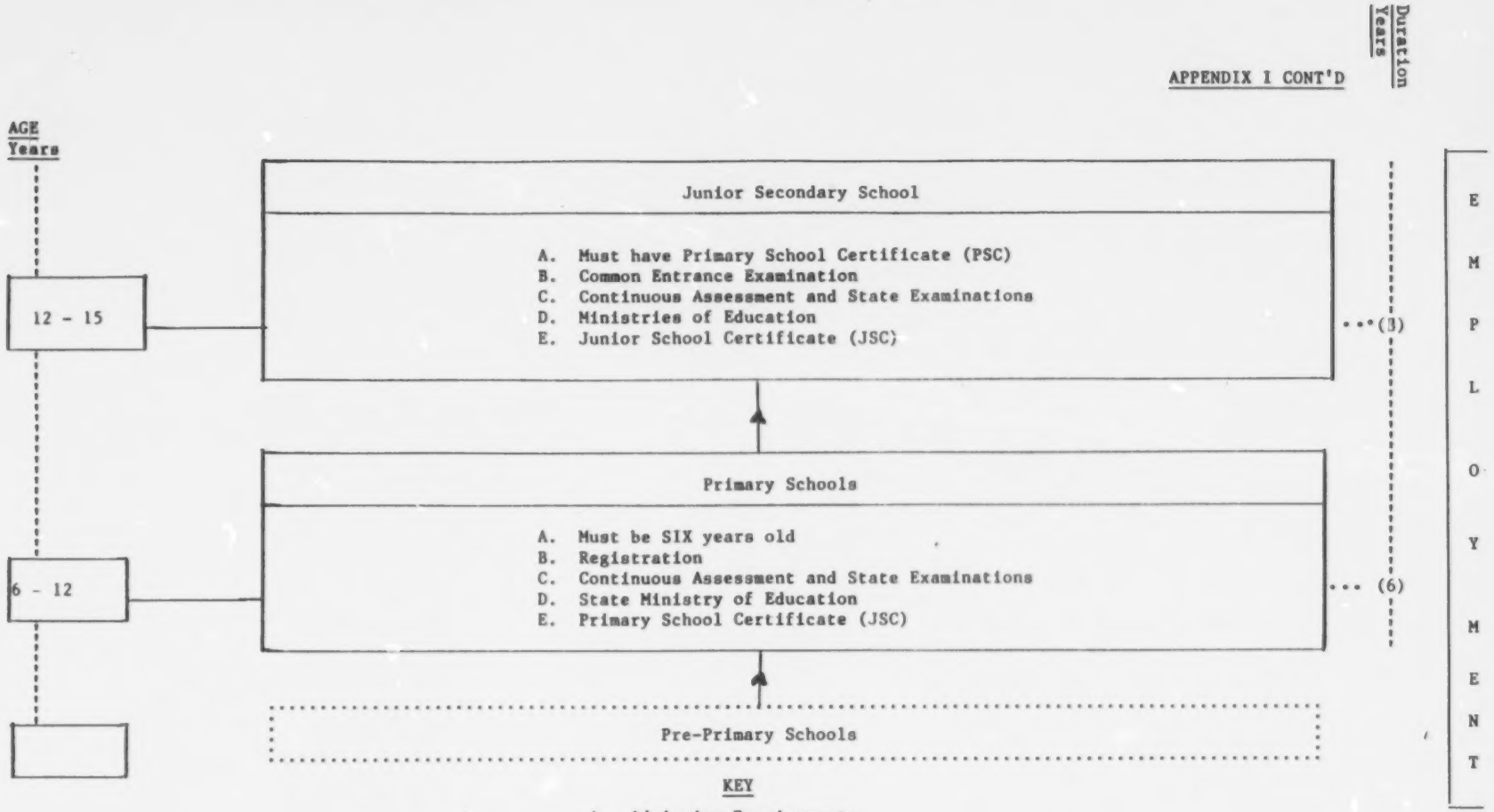
APPENDIX I CONT'D



APPENDIX II

PRIMARY SCHOOL ENROLMENT AND ENROLMENT RATIOS - 1975/76 - 1987

Year	Primary School Age Population	Primary School Enrolment	Enrolment Ratios %
1975/76	13,330,651	8,185,547	46.3
1976/77	13,574,583	8,100,324	50.2
1977/78	14,027,307	9,887,961	70.3
1978/79	14,389,449	10,798,550	75.0
1979/80	14,760,828	12,117,483	82.1
1980/81	15,141,926	13,777,973	91.1
1981/82	15,533,043	14,311,808	92.1
1982/83	15,934,311	14,876,808	92.1
1983/84	16,346,060	14,383,487	88.0
1984/85	16,768,032	13,025,287	77.7
1985/86	17,292,187	12,914,872	75.1
1987	19,333,078	11,540,178	

Source: Primary School Enrolment, FME.

APPENDIX III

TRANSITION RATE:PRIMARY TO SECONDARY

Year	No. of Primary 6 Pupils	No. of Secondary Class 1 Students	Transition Rate
1985/1986	1,721,481	569,461	33.5%
1987	1,433,537	602,199	35%
1988	1,480,595	638,738	44.6%

Source: Statistics Section, Federal Ministry of Education.

APPENDIX IV

JUNIOR SECONDARY SCHOOL CORE SUBJECTS

(i) Mathematics

(ii) English Language

(iii) Language of the Environment

(iv) One Major Nigerian Language

(v) Integrated Science

(vi) Social Studies

(vii) Creative Arts (Music and Art)

(viii) Practical Agriculture

(ix) Physical Education

(x) Religions Studies

(xi) Two Pre-Vocational Subjects.

APPENDIX V

PROPORTION OF PRIMARY SCHOOL AGE CHILDREN IN SCHOOL IN 1989

STATE	ROLL 1988	PROJECTED 1988	% DIFF.	ROLL 1989	PROJECTED 1989	% DIFF.
AKWA-IBOM	465938	899078	51.82	483435	928306	52.08
ANAMBRA	901620	1276367	70.64	938353	1317876	71.20
BAUCHI	290888	862819	33.71	303818	890872	34.10
BENDEL	893989	873357	102.36	950319	901748	105.39
BENUE	567107	861306	65.84	562191	889306	63.22
BORNO	410581	1063764	38.60	557592	1098349	50.77
CROSS-RIVER	240395	335263	71.70	314952	346157	90.99
GONGOLA	381380	924568	41.25	375144	954632	39.30
IMO	976359	1303352	74.91	974433	1345733	72.41
KADUNA	514424	551230	93.32	591444	567375	104.24
KANO	1047904	2049385	51.13	1170477	2116028	55.31
KATSINA	428515	903172	47.45	470625	932542	50.47
KWARA	378541	605592	62.51	440495	625278	70.45
LAGOS	814465	737970	110.37	856438	773481	110.73
NIGER	223025	383181	58.20	234832	395641	59.35
OGUN	405531	550412	73.68	425559	568301	74.88
ONDO	525972	968712	54.30	480440	1000218	48.03
OYO	1094394	1848530	59.20	1142096	1908641	59.84
PLATEAU	544782	714545	76.24	524806	737792	71.13
RIVERS	399382	610362	65.43	430613	630209	68.33
SOKOTO	659953	1610740	40.97	411283	1663107	24.73
F.C.T	60192	48238	124.78	65198	49804	130.91
NIGERIA	12271704	19981943	61.41	12704543	20641396	61.55

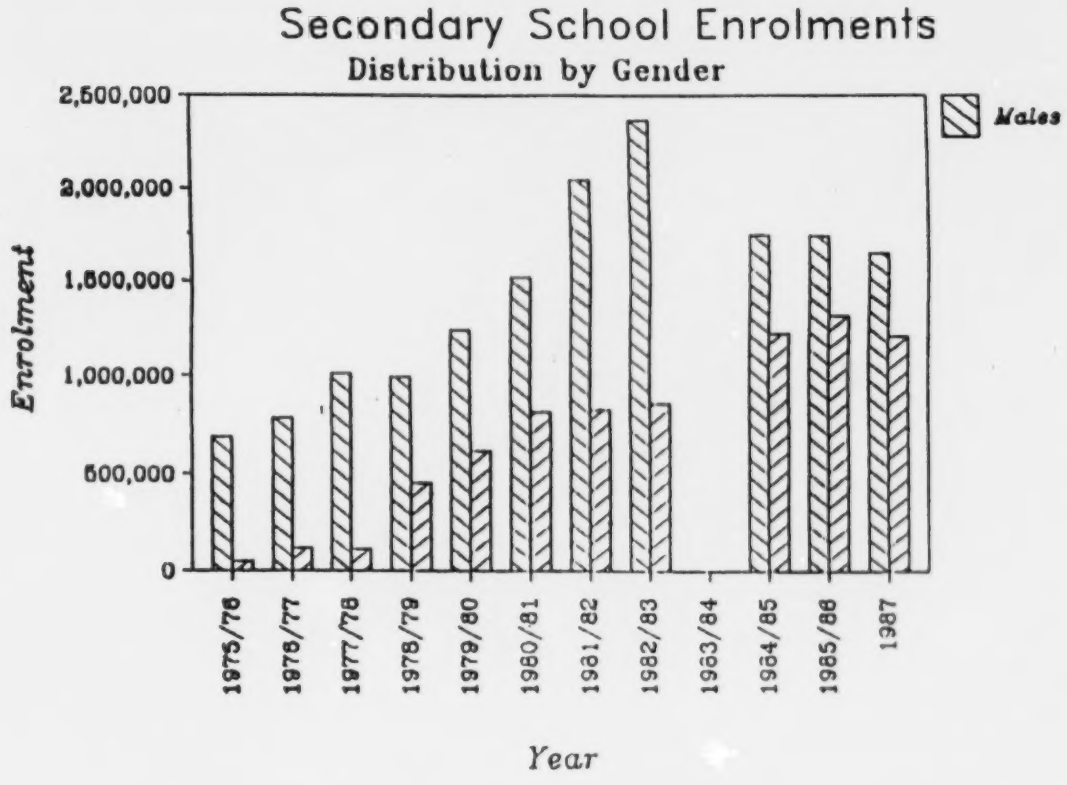
Source: Implementation of the 9-Year Compulsory Education Programme: Volume II Statistical Table.

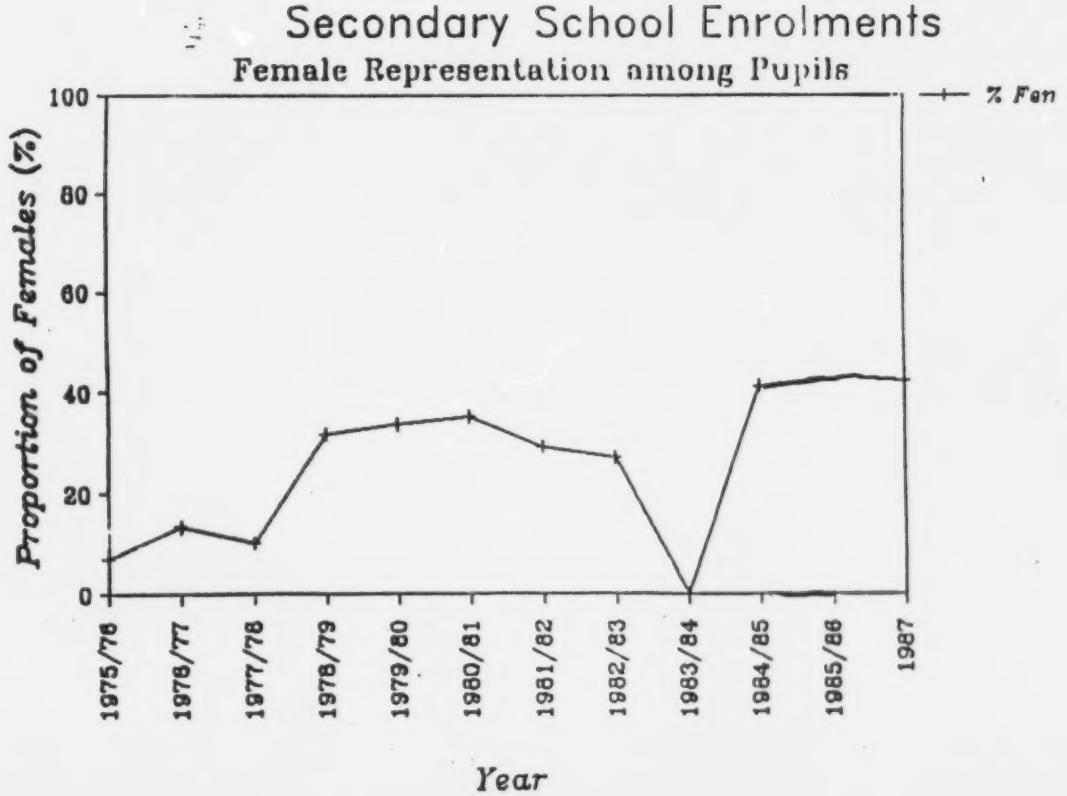
PROJECTED NUMBERS OF PRIMARY SCHOOL TEACHERS REQUIRED FOR NIGERIA 1986 - 2000 APPENDIX VI

ASSUMED CLASS SIZE OF 40

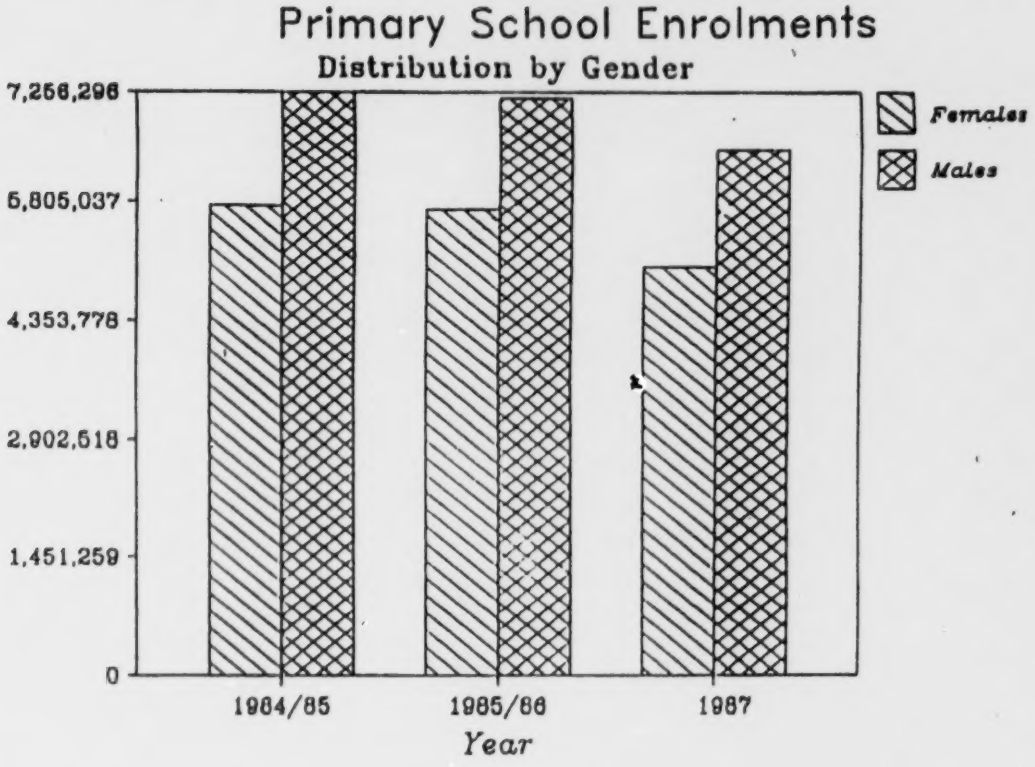
STATE	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
AKWA-IBOM	24597	25397	26223	27076	27957	28866	29804	30773	31774	32807	33873	34976	36112	37287	38496
ANAMBRA	34920	36055	37227	38438	39688	40978	42312	43687	45107	46574	48089	49652	51267	52934	54655
BAUCHI	23600	24373	25165	25984	26829	27701	28602	29532	30492	31484	32508	33565	34657	35783	36947
BENDEL	23893	24670	25473	26301	27156	28040	28951	29892	30864	31868	32905	33974	35079	36219	37398
BENUE	23564	24330	25122	25938	26782	27652	28552	29480	30438	31429	32451	33506	34595	35720	36882
BORNO	29102	30049	31026	32036	33076	34152	35262	36409	37594	38816	40078	41382	42727	44116	45551
CROSS RIVER	9172	9470	9779	10096	10424	10764	11114	11474	11848	12234	12632	13042	13466	13466	13904
GONGOLA	25294	26117	26966	27844	28748	29684	30648	31646	32675	33736	34834	36304	37136	38344	39591
IMO	35658	36818	38015	39250	40528	41845	43205	44609	46061	47559	49105	50702	52351	54053	55811
KADUNA	15082	15572	16078	16600	17141	17698	18274	18867	19481	20114	20769	21443	22141	22861	23604
KANO	56068	57632	59774	61718	63724	65796	67936	70145	72426	75254	77214	79724	82316	84993	87757
KATSINA	24709	25513	26342	27200	28084	28998	29940	30913	31919	32957	34028	35134	36278	37457	38675
KWARA	16568	17107	17663	18237	18831	19442	20075	20728	21402	22098	22816	23558	24325	25117	25932
LAGOS	19593	20536	21524	22560	23646	24784	25976	27226	28536	29909	31348	32857	34439	36096	37833
NIGER	10484	10824	11177	11540	11915	12302	12703	13116	13542	13982	14438	14906	15391	15891	16408
OGUN	15058	15548	16053	16576	17062	17672	18246	18839	19452	20084	20738	21412	22107	22827	23569
ONDO	26502	27364	28254	29172	30121	31101	32112	33157	34235	35348	36498	37684	38910	40174	41482
OYO	50573	52218	53915	55669	57479	59348	61278	63271	65328	67450	69645	71910	74249	76663	79156
PLATEAU	19549	20184	20841	21519	22219	22941	23687	24458	25356	26073	26921	27797	28701	29634	30598
RIVERS	16698	17241	17802	18381	18979	19596	20234	20892	21570	22272	22996	23744	24516	25313	26137
SOKOTO	44067	45500	46979	48508	50085	51714	53395	55095	56924	58774	60685	62659	64694	66801	68973
F.C.T	1320	1363	1407	1452	1500	1552	1600	1651	1703	1760	1818	1878	1938	2001	2066
NIGERIA	546071	563881	582805	602095	621974	642626	663906	685860	708726	732582	756389	781809	807395	833750	861425

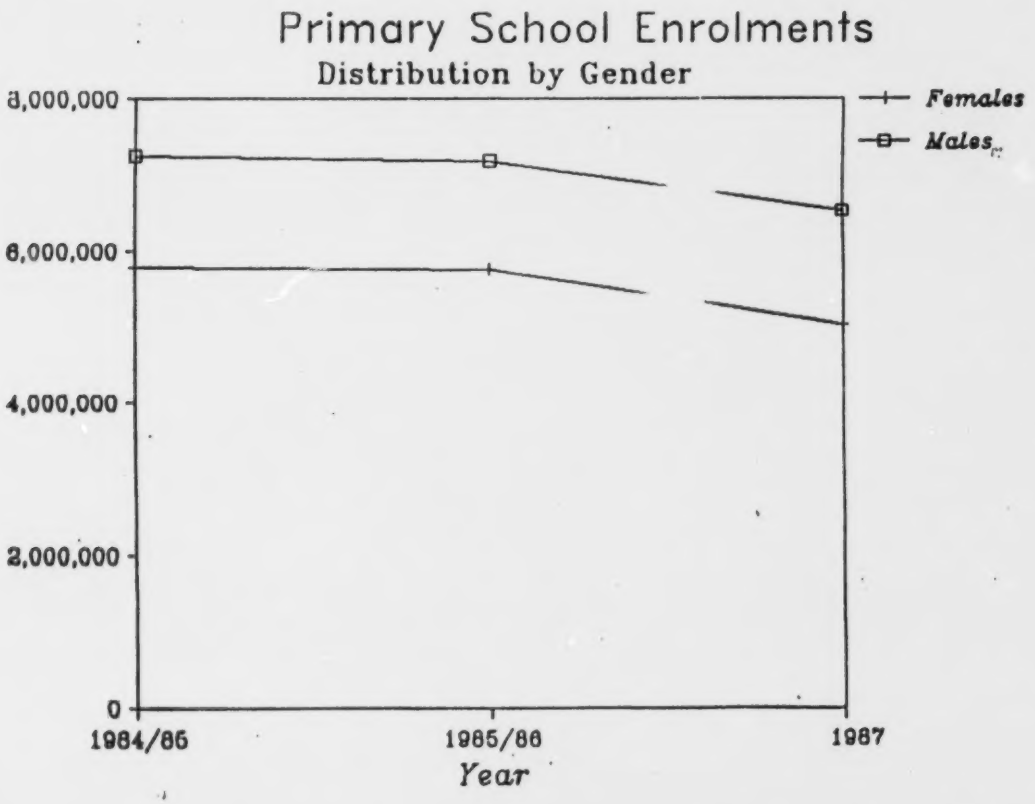
NIG 41


Secondary School Enrolments
Distribution by Gender
2,500,000
2,000,000
1,500,000
1,000,000
500,000
0
Enrolment
Males
1975/76
1976/77
1977/78
1978/79
1979/80
1980/81
1981/82
1982/83
1983/84
1984/85
1985/86
1987
Year


Secondary School Enrolments
Female Representation among Pupils
100
80
60
40
20
0
Proportion of Females (%)
% Fem
1975/76
1976/77
1977/78
1978/79
1979/80
1980/81
1981/82
1982/83
1983/84
1984/85
1985/86
1987
Year

APPENDIX VIII





APPENDIX IX

ENROLMENT IN ADULT EDUCATION

YEARS	MALE	FEMALE	TOTAL
1985	267882	113625	381507
1986	249016	135623	384639
1987	218711	117683	336394
1988	303029	228980	532009
1989	15830	189554	338855

Source: Statistics Branch, Federal Ministry of Education.

ST LUCIA

MAY, 1990

IMPROVING THE QUALITY OF BASIC EDUCATION IN ST. LUCIA

EDUCATION PLANNING UNIT
MINISTRY OF EDUCATION AND CULTURE

Research has shown that quality of education is consistently correlated with adequate supervision and monitoring of the education system. Consistent with the **request from the Commonwealth Secretariat that papers** might more interestingly "...describe and analyze particular successful or unsuccessful projects and programmes aimed at improving quality and to draw conclusions of possible interest to other countries." an **attempt is made in this paper to document the efforts of** the Ministry of Education and Culture in St. Lucia as it **grapples with the seemingly straightfoward but difficult** problem of supervising and monitoring the education system for the purpose of improving quality.

1.0 BACKGROUND TO THE PROBLEM

Up to the 1985/86 academic year the only means of assessing school performance in the history of the island's education system was through a one-day formal (summative) assessment carried out by an officer referred to as the inspector of schools. This procedure was abolished in the 1960s. For well over 20 years after that, there were no systematic attempts to evaluate what went on in schools.

Over the previous 10 years, three District Education Officers for the 79 primary schools, and one Education Officer for the 12 secondary schools were appointed to coordinate the work of the public schools. Whereas there were attempts to assist schools in aspects of management such as deployment of staff, class groupings and so on, the available evidence suggests, however, that these officers functioned mostly as couriers, and persons to complain to, (when available), rather than as effective coordinating personnel. The problems of inadequate role clarification and role overload might have been the major contributary factors.

The only testing instrument available to the entire system was the annual Common Entrance Examination (CEE), introduced in 1977, and administered at the end of the grade seven level. This, according to the Ministry, was

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designed to accomplish two (possibly conflicting) functions:

a) to select students to the few available secondary school places. (In 1985 there were 3673 entrants for approximately 1400 places).
b) as a summative device to assess achievement at the grade seven level.

Prior to 1983 the CEE was a straight objective test in the areas of Mathematics, English, Social Studies and General Science. It was argued however that the tremendous pressure exerted on schools, (especially in the capital city) to secure secondary school places for their students, forced teachers to teach to the test, thereby ignoring other important skills. After significant public pressure, the structure of the examination was modified in 1984 to include an essay paper in English, and a problem paper in Mathematics. The results were disastrous. Over 700 students were reported to have scored zero on the new English paper, and the results on the Mathematics problem paper was even more depressing. The pressure on the Ministry of Education from the media, parents, and local activists was intense.

Not too long after these events it was accepted that the Ministry had to find ways and means of reviewing the performance of schools on a systematic basis. Performance reviews aimed at improving the quality of education were included in the 1985/1986 Calendar of Activities, but at the time of writing the calendar, it was not very clear, in the minds of Ministry officials, what was going to be done. It was tentatively agreed, however, that there was a need to:

a) enter the system to get first hand information on the problems:
b) establish a presence:
c) Focus on school management:
d) focus on school improvement.

A number of practical problems arose:

1) Since all schools could not be considered in a given year, what would determine the selection process?
2) How were sessions to be conducted?
3) What exactly would the Ministry be looking for?
4) How would this be done in an environment of trust, and consideration for school improvement?

2.0 APPROACH TO THE PROBLEM

The Ministry concentrated on three preliminary activities during the preparation phase. These were:

1) analysing The modest data that was available;
2) holding discussions with major actors and stakeholders;
3) surveying the relevant available literature.

The analysis of the available data showed no consistent relation between level of school performance, as indicated by the Common Entrance Examination, and geographic location, school facilities, or proportion of trained teachers on staff. There was little reason to believe, therefore, that the problem of low achievement could be solved from the input side. The lack of data processing facilities, and the abscence of an adequate, and manageable database did not allow for further analysis, especially of a longitudinal nature.

Bossert (1985) and Corcoran (1985) remind us that effectiveness is a theoretical construct, an abstraction which we clothe with meaning according to our own view of the world. The issue, they further point out, is not a trivial one. In this paper it is assumed that quality and effectiveness are interchangeable concepts. It is further assumed that effectiveness or quality is tied to system objectives. The major objectives of the Ministry of Education and Culture in the period were:

1. increased student achievement in the core subject areas;
2. basic skill competency
3. positive learning attitudes
4. adequate socialisation
5. improved life prospects

3.0 REVIEW OF LITERATURE

The major research efforts on student performance in the 60s and early 70s indicated that student success was significantly and directly related to the family environment, and more specifically to the family's socioeconomic status. It was asserted therefore that schools had little effect on student achievement or other desirable educational outcomes. This position is usually traced back to James Coleman's publication entitled "Equality of Educational Opportunity (1966). To be fair to Coleman and his team of researchers, it was pointed out in the report that schools do differ somewhat in relation to different groups of students. They note, for example, that

> ...the achievement of minority pupils depends more on the schools they attend than does the achievement of majority pupils. ... This indicates that it is for the most disadvantaged children that improvements in

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> school quality will make the most difference in achievenment (p. 22)

It is also pointed out in the report (p. 22) that "It appears that a pupil's achievement is strongly related to the educational backgrounds and aspirations of the other students in the school." The overwhelming position of the report, however, was that after socioeconomic factors were statistically controlled, differences between schools accounted for only a tiny fraction of the differences in pupil achievement.

The organized challenge to this viewpoint began in the mid 70s with published research that ushered in what has been characterized as the Effective School Movement. This line of research utilized a qualitative approach in the search for school effectiveness, while the previous studies a la Coleman(1966) was quantitative and characterized by the use of multivariate and statistical analysis. Most of the effective school research, however, focused on cognitive knowledge as measured by standardized achievement tests. Thus one of the criticisms of the "effective schools" movement is that it is limited to gains in cognitive outcomes in a limited set of subject areas and therefore omits broader, more inclusive measures of schooling outcomes.
The literature on school effectiveness reveals that a limited set of characteristics seem to be consistently present in all schools deemed to be effective. Ron Edmonds, regarded by some as "The Father" of the Effective School Movement identified, on the basis of his research (Edmonds, 1982), five correlates which characterize effective schools: (1) leadership which gives substantial attention to the instructional process; (2) an instructional focus which is understood by the teaching staff; (3) a climate which is safe and conducive to teaching and learning; (4) teacher behaviours that convey the expectation that all students are expected to obtain at least minimum mastery of a subject; and (5) the use of measures of pupil achievement as the basis for programme evaluation.

Mackenzie (1983) identified six core elements including: effective use of instructional time; orderly and disciplined school and classroom environments; continued diagnosis, evaluation, and feedback; well-structured classroom activities; instruction guided by content coverage; and school-wide emphasis on basic and higher order skills.

Purkey and Smith (1983) offered a comprehensive critical review of the literature on school effectiveness. Though

critical of some aspects of the research, they identified two groups of variables (organizational, and structural) that appeared to characterize effective schools. They identified nine organizational variables and four process variables. The organizational variables were:

(1) emphasis on site management;
(2) strong instructional leadership;
(3) stability and continuity;
(4) curriculum articulation, coordinated within and across grade levels and appropriate instruction time;
(5) school-wide, relevant staff development;
(6) parental involvement in school efforts;
(7) recognition of academic success;
(8) effective use of time especially with respect to academic subjects;
(9) support from central administration.

The process variables were:

(1) collaborative planning and collegial relationships at the school level;
(2) a strong sense of community
(3) clear goals and high expectation;
(4) order and discipline based on clear rules which are fairly and consistently enforced.

The officers of the Ministry of Education and Culture were convinced that the effective school research, despite its methodological shortcomings (Purkey & Smith, 1983), offered schools in the system the most plausible basis for the pursuit of the goal of good quality education. It was also apparent from the characteristics were emerging, and that while terminology differed across studies the resulting characteristics remained almost identical (Amor et al., 1976; Brookover et al., 1979; Brophy, 1979; Good, 1979).

On the basis of the research findings a set of 12 variables (characteristics) were selected to guide the school performance review activities. Concern was also given to characteristics that could be directly influenced by the school. These characteristics were:

1. the school's philosophy and goals;
2. coordination of instruction;
3. staff relations and staff welfare;
4. staff development efforts;
5. induction of new staff;
6. school climate, student discipline and welfare;
7. homework policy;
8. student handwriting:

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9. coordination with feeder school(s);
10. record keeping;
11. school's effort at enhancing physical plant;
12. community relations.

It was hoped that performance review exercise would have a two-fold effect. On the one hand, it was expected that the characteristics chosen would serve as a basis for assessing the quality of schooling provided but of greater significance, however, was the expectation that a discussion of these variables would provide a clear signal for action in these areas.

4.0 BASIC ASSUMPTIONS OF THE MINISTRY

The Ministry acted on the conviction that schools do make a difference with respect to student achievement; that leadership is an essential component of school effectiveness; that generally, teachers and principals have the capacity and the willingness to intervene, and work for school improvement; that the majority of students within the school system will perform adequately, given the necessary support and guidance; that in general, parents wish their children to receive the best possible education; and that evaluation should be viewed as a coherrent element of an institution's cycle of planning, operations, and review, and not as an isolated intermittent option.

5.0 SCHOOL SELECTION

This component of the exercise presented problems up to the final planning stages. There was little agreement on which schools should be involved in the first exercise. It was argued that with limited resources of time and personnel, efforts should be concentrated on schools that were known to be performing poorly. It was argued on the other hand, that this would defeat the major focus of the exercise, and send the wrong signals to the school system. It was also argued that there might be much to learn from more effective schools, that might be generalizeable to other institutions. It was finally decided that a sample of schools including both low and high-performing institutions would be selected. This strategy has been in use over the years. On average, about ten schools are reviewed each year.

6.0 TYPICAL PERFORMANCE REVIEW

The typical performance review brings together a team from the Ministry of Education and Culture (see Appendix A) and

the staff of an institution in a day-long discussion about the direction (or lack of direction) that a school has charted and the manner in which it sets about to pursue its course. The Ministry team begins by making a tour of the plant and observing students and teachers at work and the general atmosphere and ambience of the school. An alert team is normally capable of learning a great deal in the thirty minutes or so that it allocates to this component of the execise. The team is able to get a fairly good sense of teachers'writing on the chalk boards; the depth, breadth and accuracy of the content of this material; the level of language used by teachers and students; and general teacher/student interaction among other things. These issues can then be probed in more detail if necessary.

Two activities go on simultaneously in the first structured session. One or two members of the team review the teachers' scheme and record books, teachers' and students' attendance registers, and a random sample of students' workbooks, while the other members of the team meet with the principal and his senior teacher(s) for about two hours (see 3.0, Appendix A). The team leader, usually the Chief Education Officer, reiterates to staff the purpose of the review, emphasing the formative nature of the exercise. This is normally followed by a discussion of the relevant background statistics (see 3.3 Appendix A). The main focus of the session, however, is the 12 point agenda noted above. The principal and his senior teacher(s) are invited to discuss each point in detail with the team, emphasing accomplishments, issues, problems, shortcomings and needs.

The second session of the day usually lasts about the same two hours and follows much the same format as the previous session except that the Ministry team meets with the entire staff (see 4.0, Appendix A). At this session the school also receives feedback from the officers who reviewed the documents (schemes and record books, etc.) noted above.

The Ministry team meets soon after the review sessions to discuss the exercise and to arrive at an assessment of the institution. A written report is then fowarded to the principal at a later date.

7.0 OUTCOMES AND RECOMMENDATIONS

The program has not been systematically evaluated partly because it was suspended during the period 1986/88. There

is need to determine, however, the extent to which issues discussed, and recommendations made have been implemented, and if they have, what has been the overall impact. There is need to determine whether the characteristics used are adequate. There is need to determine whether schools that have been reviewed have actually improved their operations and the extent to which such change can be attributed to the exercise. There is need to determine the extent to which the reviews can effectively assist institutions in furthering the goals of the system as outlined above.

There has been consensus,however, among Ministry officials and the staff of schools that have been reviewed that the exercises have been productive especially from the perspective of guiding schools, and creating an awareness of some of the strategies that are available to institutions to improve the quality of their operations and the performance of their students. The exercises have also helped to clarify the role of the District Education Officers. These officers participate in the review sessions; are guided by the issues raised in these sessions, and subsequently monitor the implementation of recommendations arising from them. The issues raised in these reviews have also formed the basis for much of the staff development activities in recent times. A list of the major recommendations that have emerged from the exercises is provided in Appendix C.

APPENDIX A

TYPICAL PERFORMANCE REVIEW FORMAT

1.1 PARTICIPANTS

-Chief Education Officer
-Education Officer, Planning
-Education Officer, Secondary/Primary
-District Education Officer
-School Principal
-Senior assistant Teacher(s)

2.0 TOUR OF PREMISES (Ministry Team)

3.0 SESSION ONE(Ministry team, Principal and senior staff)

3.1 -Introductions
3.2 -Reiteration of purpose of Performance Review
3.3 -Review of relevant background data including:
enrolment
staffing
student performance
student attendance
staff attendance
record keeping
comparative area data
3.4 -Discussion of 12 point agenda
3.5 -Review of:
scheme and record books
teachers' and students' attendance registers
a random sample of students' workbooks
3.6 -Other related matters

4.0 SESSION TWO (Ministry team and entire staff)

4.1 -Introductions
4.2 -Reiteration of purpose of performance review
4.3 -Discussion of seven point agenda
4.4 -feedback on review of records (see 3.5)
-Other related matters

5.0 FINAL SESSION

Ministry team discusses the entire session, and arives at an assessment of the institution. This is conveyed to the principal at a later date.

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APPENDIX B

SELECT STATISTICAL DATA

TERRITORY : St. Lucia, W.I.

POPULATION : 142,342 (1987 estimate, Govt. Statistical Dept)

TOTAL RECURRENT BUDGET (Govt, 1988-89) $189,708,196

RECURRENT BUDGET (Education, 1988-89) $42,108,982

ENROLMENT DATA (1989/90)

SCHOOLS	NUMBER	ENROLMENT	TEACHERS
Pre-school	125	5,300	220
Primary	83	32,597	1,077
Secondary	13	6,789	382
Tertiary	1	739	91

PER PUPIL COST (1989/90)

Pre-School	28.00
Primary	757.00
Secondary	1697.00
Tertiary	7064.00
Special Education	2952.00

MAJOR COMPONENTS OF RECURRENT EXPENDITURE (1989/90)

Pre-school services	145,951
Primary education	24,664,455
Secondary education	11,523,419
Tertiary education	5,220,790
Special education	339,483
Administration and support services	3,131,853
Total	45,025,911

All amounts quoted in EC$
EC$2.70 = US$1.00

APPENDIX C

RECOMMENDATIONS ARISING OUT OF THE REVIEWS

There is need for each school to have a well articulated practical, operational, measurable philosophy.

Goals should be kept to a minimum and within the sphere of influence of the school.

Efforts should be made to develop shared leadership in which principal and teachers work collaboratively as a team to define and pursue agreed-upon goals. Schools should also seek ways and means of insuring input from students, parents, and the community.

At least at the beginning of the school year all staff should report to school on a full-time basis, one week before students arrive. The period should be used to plan and structure work, to prepare registers and other documents and to initiate new staff.

There is need for programme coordinators in all schools. Teachers should meet to plan work at least on a weekly basis. A monthly report should be submitted to the principal from each coordinator. The principal should participate in at least one group planning session a week. Staff development must be an ongoing process to ensure that administrators and teachers have the capacity to accomplish their tasks.

Each school should subscribe, or have access to at least one professional journal.

There is need for the development of a testing system to measure achievement in core subject areas on at least an island wide basis.

Each principal or his/her designate should meet every class at least once a year for a full period to evaluate performance and get a first hand sense of student performance. In keeping with the emphasis on formative evaluation, this should be done early enough in the school year to allow for corrective measures where necessary.

The principal should budget at least three periods per week for sitting in on classes. If this is done on a systematic basis it would most likely minimise resentment on the part of teachers. The principal should provide adequate and prompt feedback in every case.

A file should be kept for every teacher. Files should include information with respect to: biodata, academic and professional qualifications, special interests, extra curricular involvement in school related activities, punctuality and regularity, leave, and demonstrated potential for leadership
among other things.

A safe, orderly learning environment for students is a necessary condition for effective learning.

Discipline enforcement is the responsibility of all staff not only the principal.

Induction for new staff is extremely important and should emphasize the following:

the various laws and regulations governing the Teaching Service;

General functioning of the school, including

- philosophy;
- goals;
- instructional approaches;
- expectations with respect to instruction;
- expectations with respect to attendance;
- policy on school documents (registers schemes etc.).

Schools should establish educational partnerships with parents, students, and the community to ensure that all possible available resources are utilized effectively and efficiently.

APPENDIX D

MINISTRY OF EDUCATION AND CULTURE
ST. LUCIA
PERFORMANCE REVIEW INSTRUMENT - (Primary Schools)

1. GENERAL DATA

AY 1989/90

SCHOOL :

DISTRICT :

PRINCIPAL :

DENOM ____ GOVT _____

STAFF :

ENROLLMENT :

STAFF/STUDENT RATIO:

TRAINED TEACHERS:

ACTIVE PTA

Yes 1
No 0

2. ENROLMENT DATA

Grades

	1	2	3	4	5	6	7	8	9	TOTAL
Groups										
Total Roll										
Female										

3. STAFFING

Grades	TOTAL
MF	
F	

4. COMMON ENTRANCE EXAMINATION PERFORMANCE

Year	Number Sat	Number Assigned	School Mean	Number with scores Below 100	100 - 110	110+
1989						
1988						
1987						

5. STANDARD SIX EXAMINATION PERFORMANCE

Year	No. Sat	Subject Entries	Subject Passes	Pass Rate Maths	English	Total
1989						
1988						
1987						

6. DROPOUTS

	Grades 1	2	3	4	5	6	7	8	9	Total
MF										
F										

7A. TRANSFERS (IN)

	Grades 1	2	3	4	5	6	7	8	9	Total
MF										
F										

7B. TRANSFERS (OUT)

Grades

	1	2	3	4	5	6	7	8	9	Total
MF										
F										

8.0 ASSESSMENT BY REVIEW TEAM

		Very Poor				Very Good	Don't Know
8.1	Philosophy/goals	1	2	3	4	5	8
8.2	Coordination of instruction	1	2	3	4	5	8
8.3	Induction of new staff	1	2	3	4	5	8
8.4	Student discipline/school climate	1	2	3	4	5	8
8.5	Staff relations/staff welfare	1	2	3	4	5	8
8.6	Coordination with feeder school	1	2	3	4	5	8
8.7	Homework policy	1	2	3	4	5	8
8.8	Student handwriting	1	2	3	4	5	8
8.9	Staff development efforts	1	2	3	4	5	8
8.10	Record Keeping	1	2	3	4	5	8
8.11	School's efforts at enhancing physical plant	1	2	3	4	5	8
8.12.	Community relations	1	2	3	4	5	8

9. EXTRA CURRICULAR ACTIVITIES

ACTIVITY	Evidence of accomplishment (e.g. Awards, trophies, etc.)

10. COMPARATIVE AREA/DATA

SCHOOL	Teacher Attend %	Student Attend %	(CEE) Number Sat	(CEE) Number Assigned	STD.VI Subject Pass Rate %	Drop-outs* (Roll) %	Active** P.T.A.

11. COMMENTS/ISSUES/RECOMMENDATIONS (By review team)

12. ACTION EXPECTED IN COMING ACADEMIC YEAR

13. **OVERALL ASSESSMENT**

		Very Poor				Very Good
Current academic Year	(a)	1	2	3	4	5

14. **REVIEW TEAM**

(Names)	(Position)
----------	----------
----------	----------
----------	----------
----------	----------
----------	----------
----------	----------

Date of review : _____

15. _____ _____

Principal Date

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TANZANIA

ELEVENTH CONFERENCE OF COMMONWEALTH EDUCATION MINISTERS

BARBADOS, 29 OCTOBER - 2 NOVEMBER, 1990

IMPROVING THE QUALITY OF BASIC EDUCATION IN TANZANIA

I. Government Policies on Basic Education

1.0. As an active member and believer in the provision of the charters of the United Nations and the Organisation of African Unity, and in her own right, Tanzania recognizes education, and in particular basic education as one of the fundamental human rights and basic needs. Tanzania's commitment to the equitable provision of quality basic education to every citizen is stipulated in the constitution of the United Republic, in the Constitution of the ruling Political Party (Chama cha mapinduzi) and in national policy documents issued from time to time which include the following:-

- The Arusha Declaration - 1967
- Education for Self-Reliance - 1967
- Musoma Resolutions - 1974
- Education Act No.25 of 1978
- Five-year Economic and Social Development Plan
- Annual Parliamentary budget speeches
- CCM programme of Implementation 1987 - 2002.
- Party Policy on youth development and counselling.

1.1. In principal all the national policy documents on general education have directed and reaffirmed the central role of basic education in national development.

Importance has been attached to the need to enrol and ensure attendance of every child of school age; the opening of literacy and functional education centres for adults, the development and use of suitable and relevant curricula, local development and use of suitable instructional materials, the need for a well prepared teaching force and effective assessment of learners progress.

1.2. Basic education is considered by many people as the first organised step in a life-long learning process. Its concept includes basic knowledge in reading, writing, arithmetics; a rational basic understanding of ones environment, the ability to earn ones living and full participation in national development. Basic education in Tanzania is targeted towards school age children, youth and adult learners and provided through a combination of formal and non-formal ways of education. The provision of Basic Education is an interministerial responsibility.

1.3. In Tanzania Primary Education plays a central role in basic education, which is provided to all children who have attained the age of seven years. The curriculum covers the teaching of two languages (Kiswahili and English), Mathematics, Social Studies, Science, Arts & Crafts, Music, Moral and Physical Education. Except for the few International Primary Schools where English is the medium of instruction, all others use Kiswahili which is the national language.

1.4. Primary school teachers used to be recruited after seven years of primary education followed by a three or four years of teacher training. During the implementation of Universal Primary Education (UPE), the majority of the teacher were trained on the job. However at present teachers are recruited from secondary school leavers. The majority of the teachers in primary schools are the ones who were trained after completion of primary education.

1.5. In order to provide primary school leavers with practical skills, Tanzania has established a two years post primary technical training programme conducted in 316 centres attached to primary schools. There are at least 4 such centres in every district. This programme has not been working well due to a serious shortage of equipment and trained teachers but it remains as an important aspired complement of basic education for all young people.

1.6. Adult education, comprises of training in literacy, numeracy and writing skills and designed so as to reflect the needs and daily activities of citizens who are above the age of 13. In this context, it means the training of mature people in skills which they could not obtain through the formal process of education.

1.7. The provision of pre-school as well as nursery education had previously been the responsibility of voluntary and religious organisations, parents' groups and occasionally individuals. The Ministry is presently charged with the responsibility of preparing a formal programme of activities, special teachers and instructional materials for nursery schools.

2.0. Priorities for Quality Improvement

2.1. In her struggle to amplify previous efforts to promote quality in education, Tanzania established, in 1978 a special Committee to oversee nationwide strategies for provision of quality education at all levels.

2.2. Measures which have since been taken to improve quality in education have included:

- a revision of syllabuses at all levels with particular focus on relevance of the content and skills, teaching methods and materials which reflect upon preparation of the people to meet the challenges of changing technical, social-economic and cultural conditions.

- strenghthening and coordination of research activities as a major means for detecting deficiences and bottlenecks in programmes and consequently recommending remedial actions.

- designing and improving strategies for teacher training and inservicing with a focus on their mastery of the school curriculum content on the one hand and the use of better, more innovative and effective teaching and student performance assessment methods on the other.

- improving educational management and supervision services including the establishment of an education institution for training of educational administrators.

3.0. Relevance and Breadth of the Curriculum

3.1. The needs and priorities of society do change with the general trend of developments in the world. So do the needs and interests of young and adult people. The curriculum therefore must be dynamic yet stable, meeting as much as possible those needs and interests which parents and children see as essential and basic for life.

3.2. The curriculum for basic education in Tanzania caters for the fundamental skills of literacy, reading and writing. The skills enable every citizen to proceed smoothly in individual search for and acquisition of more knowledge through broad reading and other forms of communication.

3.3. The life skills which are inbuilt in the curriculum therefore provide and reflect upon the need for improved living conditions; health, environmental protection and sanitation, basic agricultural, techno-industrial, commercial, socio-cultural knowledge and other skills as are considered desirable.

4.0. Levels of Achievements

4.1. A system of education may have a good and relevant broad based curriculum, facilities, equipment, books and effective teaching methods. But unless objective and valid methods are used to assess the levels of student performance and progress, the deficiencies in the curriculum can be difficult to detect and therefore rectify. Yet as teachers are often concerned with the development of a variety of ways of thinking and mental skills, attitudes, value, a range of social, emotional and physical characteristics as well as a body of knowledge, so a variety of methods of performance assessment are called for.

4.2. In basic as in any other form of education in Tanzania, students performance is assessed by means of validated examinations made up of multiple choice items, structured questions, and problem solving practical activities. Assessment is commonly by a continuous weekly monthly, terminal and annual pen and paper tests coupled with attitudinal evaluation through rating scales, teacher objective observation of individual pupils daily records, written reports, carefully planned role playing activities.

4.3. Primary education assessment is done at two stages. At the end of standard four, there is an examination which helps to assess mastery of reading, writing and arithmetic. Those students who pass this examination are promoted to the next class and those who fail are allowed to repeat. Nobody is expelled for failing this examination.

4.4. Another examination is taken at the end of standard seven after which a Primary School Leaving Certificate is awarded to school leavers. Since the promotion rate from primary to government secondary schools is 6.9% accurate assessment is crucial. For those who get a chance to join the post-primary technical centres, assessment is done through practical examination and end-of -course examination set by the Ministry of Education as well as Trade Test set by the Ministry of Manpower Labour and Social Welfare.

4.5. Adult Literacy programmes are punctuated with assessment in literacy skills which are expected to be attained at the end of Stage IV. For Stage V, VI and VII assessment is based on the post literacy curriculum which seek to test mastery of certain skills.

4.6. Assessment gives a picture of the suitability and relevance of curriculum, teaching methods and forms a basis on which competent people can be identified.

5.0. Particular Needs of Women in Education

5.1. Tanzania has no sex discrimination in education. However, some degrees of sex inequality exists in access and performance at different levels due to historical, social, economic and cultural reasons. At primary school level provision of education is a right to every child irrespective of sex and attendance is compulsory by law as stipulated under section 35 of the Education Act number 25 of 1978. As a result of this deliberate and equitable provision of basic education the percentage of girls in primary education rose from 42% in 1974 to 46% in 1976; 48% in 1981 up to 50% in 1986 where it has since stabilized.

5.2. Unlike in the formal primary schooling where policy is clear, the participation of women and girls in pre-primary; Adult literacy programme and out-of-school education has mainly depended on the extent to which village, district, regional and national leaders have succeeded in sensitizing the society on the availability of educational facilities and opportunities regardless of sex. Much as it is universally acknowledged that women have a great role to play in the development of this country, national plans and programmes including education programmes have not always addressed special needs of women in education. Although Tanzania accepts the fact that women are recognized as main producers and providers of food for the family and that they play key roles in the maintenance of the family nutritional and health status, their needs in education are given weighted consideration.

5.3. Research has shown that wastage of girls in the school system is common, and that not all school age female children registered at schools do attend regularly. Drop-out rates are considerably higher among girls than boys. For example, of the total girls enrolled in Standard I in 1977, 82.5% managed to complete Standard Seven in 1984, the number of boys who completed in the same cohort was 87.9%. High drop-out rates among girls are primarily due to teenage pregnancies and early and often forced marriages in some areas. This problem calls for increased efforts and more effective guidance and counselling services for both pupils and parents.

5.4. It has been realised by the Ministry of Education that some parents get away with the law on compulsory attendance by preventing their children from going to school in order to have them help with domestic chores. Others encourage or force their girls into early marriages without any serious legal action taken against them. The Ministry of Education has now realised this as a serious shortcoming and has therefore established a Career Guidance and Counselling Unit to address to this and similar problems.

6.0. Means of Assessing Quality (Inspection/Supervision)

6.1. The Inspectorate which was established by the Education Act of 1978 is one of the directorates in the Ministry of Education. It is charged with the responsibility of evaluating the implementation of education policy and of ascertaining whether schools are being properly and effeciently conducted.

6.2. School inspectors apart from visiting schools and assessing classroom teaching, general school administration, teachers professional conduct, discipline of students and other members of the school community, they check on various factors which influence the quality of education and advise the relevant role players on issues related to the implementation of the curriculum for instance, after which they write inspection reports which are sent to the District Executive Director for information and action as deemed necessary.

6.3. Due to the country's geographical size the Inspectorate is organised into zonal and district offices. Primary and adult education take place at district level. The District Chief Inspectors report to the zonal Chief Inspectors who in turn report to the Chief Inspector of Schools. School inspectors for formal and non-formal basic education are adequate in number. Currently there are 600 inspectors responsible for basic education. They inspect 10,406 primary schools, 52 Folk Development Colleges and 11,553 adult education centres.

6.4. School Inspectors undergo an initial three months residential training in Education Management and Administration, Inspection techniques, Evaluation, Curriculum Development and Management of school innovations. Occassionally inspectors are trained through induction courses. The newly appointed inspector works with an experienced inspector for a six months probation after which they get confirmed. As a policy, staff development for school inspectors remains a top priority in order to keep them abreast of developments in their field. School inspectors are viewed by the Ministry of Education as change agents, innovators, facilitators, organizers and consultants for primary school teachers.

II. WAYS OF RAISING QUALITY

7.0. Introduction

7.1. As more and more people realize the importance of education as means to the acquisition of knowledge, skills and desirable attitudes which altogether influence the quality of life, so the competition for education increased. Equally, as politicians worked hard to mobilize the people to build more schools on self help basis as a means to such demands so the determination of government by using all available avenues to train the required number of teachers increased.

7.2. At the same time, overlapping with all such efforts, the government wanted to give universal primary education on the one hand and to expand technical higher education on the other. Since all such moves demanded priority attention and as many actions were taken in a hurry so the overall quality of educational facilities, school grounds, quality of teachers and their remunerated supply of instructional materials altogether received lesser and lesser financial allocation. The quality of education in terms of adequacy of buildings, basic supplies, teacher morale, knowledgeability and professional competencies and ethics deteriorated and so did the pupils' pass rates in national examinations.

7.3. Determined to reverse this trend the government has, since it was hit by the primary school leavers crisis in the seventies, taken some steps to re-establish measures for quality in education making this the responsibility of as many groups as possible including the central government, local government, local authorities, religious organisations, parents and schools themselves. This is an attempt to share the burden of the cost of education. The coordination of all such efforts however, remained the responsibility of the central government acting through the Ministry of Education.

8.0. CURRICULUM AND ASSESSMENT

8.1. Balance in the Curriculum

8.1.1. The Curriculum of Basic Education in Tanzania is a centralised package of carefully selected areas of knowledge, skills attitudes and values aimed at preparing the citizens of Tanzania for their future roles in the society. All subjects offered in primary school are obligatory to every child. There are no electives.

However, the adult education programme offers some electives in practical subjects commensurate with the locality and daily or regular engagements of the people.

8.1.2. Such a balance between knowledge, skills and attitudes spelt out or implied in the curriculum of primary, secondary, adult and higher education are largely determined by the provisions of Tanzania's development philosophy. The Arusha Declaration and indeed the Education for Self-Reliance have made clear the kind of society being built in Tanzania and the role of education in development. This forms the fundamental broad context and objective of the curriculum in use.

8.2. Curriculum Development

8.2.1. Tanzania is mainly an agricultural country which has recently made moves towards diversified industrialisation. Consequently Tanzania feels the desire for increased provision of education in language, Mathematics, Science and Technology as a pre-requisite for building a strong technical and technological work force. The rising number of manufacturing, processing and service industries on the one hand and to ensure the protection of the environment and conservation of natural resources on the other.

8.2.2. In order for the country to meet all these desirables, the curriculum, especially that which caters for everyone, is called upon to reflect on these priorities in the context of different disciplines; the kinds of instructional materials supplied and recommended teaching methods.

8.2.3. The work of developing, initiating and carrying out revision of the curriculum for nursery, primary, secondary, teacher training and technical schools and colleges is vested in the Institute of Curriculum Development (ICD) which is a Parastatal under the Ministry of Education. The Adult Education Curriculum and instructional materials are developed by the Institute of Adult Education which is also a Parastatal under the Ministry. Institute of Curriculum Development develops for the Ministry, syllabuses for school subjects as well as instructional materials and teaching aids. It also conducts research and frequent induction seminars for teachers into new or revised materials.

8.2.4. During curriculum development work, broad concepts are elaborated into syllabuses. However, when it comes to implementing it in the school, the teacher has the freedom to interpret the content and adapt it to his/her locality. As many local examples as possible are used in elaborating on curriculum concepts and content.

8.3. Terminality of the Basic Education Curriculum

8.3.1. Although the curriculum for basic education is designed so as to offer basic knowledge, practical skills and attitudes needed for better and happier lives during and after primary school for the majority, the content nevertheless, also serves as a preparation of some of the people for further education. At the end of standard seven, all pupils do a primary school learning examination.

8.3.2. On the basis of the result of this examination coupled with records of continuous assessment of performance and progress of every child some pupils who excel are selected to join the public secondary schools. Some of those who are not selected look for vacancies in private secondary schools. Another smaller group of primary school leavers are absorbed in the post primary technical centres. The remaining majority join the labour market or become self-employed. Adult education curriculum is not terminal because it is a lifelong process.

8.4. Teaching Methods

8.4.1. In some cases, teachers in Tanzania will be telling; elliciting by questioning and role playing; they will be creating situations, asking students to handle materials, to manipulate things and even data; they will demonstrate by practical work around the subject topic and will instruct and encourage students to do things practically while relating the exercises with real life situations. While teaching by a variety of student motivating methods, such teachers will also be giving exercises, tests and other assignments to test mastery of knowledge or skills. However, the majority of teachers use the chalk and talk methods.

8.4.2. No doubt in Tanzania's self re-examination on the teaching methods presently in use viz-a-viz quality of education, it is possible that in the light of poor quality and shortage of school buildings; inadequate supply of materials; ill-trained teachers coupled with their poor renumeration, any method of teaching, however good it may be, may not yield expected results in the difficult environment facing many schools today. In order to raise quality therefore, all these factors are being looked at as they complement each other.

8.5. Relationship Between Curriculum Assessment and National Examinations

8.5.1. Tanzania has as a matter of policy separated the curriculum from examinations. Curriculum developers are commonly pre-occupied with the work of translating educational objectives into content and short term, medium and terminal instructional objectives in classroom practice. Their main concern is to find ways of helping teachers to teach better and so to help students learn effectively.

8.5.2. The National Examinations Council on the other hand keeps designing such examinations as to make it possible for the Ministry to detect the extent to which students are gaining from the curriculum given. Theirs is the work of examining student mastery of knowledge and skills; acquisition of desired attitudes and ability to apply what has been learned in solving problems in real life situations.

8.5.3. This separation of functions helps the curriculum to ensure that desirable, relevant and appropriate content is prescribed and is properly taught and on the other hand that examiners do not influence and control content and so forcing pupils to answer the demand of examinations for their own sake.

9.0. Training and Professional Support for Teachers

9.1. The majority of teacher trainees in Tanzania receive their education and training in teacher training colleges. The non-college trained teachers resulted from the needs of the Universal Primary Education programme. These auxilliary teachers were recruited and given minimal distance training. Today this cadre of teachers is undergoing a specially designed strengthening up grading course.

9.2. The pre-service teacher training for primary schools has three distinct categories. The first category is the Grade B teachers training which enrols primary school leavers for a 4-year residential training course. The government has decided to phase out this cadre of teachers so there will be no more intake as of January 1990.

9.3. The second category of teacher training is that given to form four secondary school leavers who spend 2 years in college. On successful completion, they become Grade A teachers and are then deployed to teach in the upper grades of primary school. Form six leavers who undergo two years of teacher training are awarded diploma after successful completion of the course. The majority of these teach in the lower forms of secondary schools. However, in order to improve the quality of primary education, more and more of this cadre of teachers are now being deployed as district education administrators. Gradually some will be posted to teach in primary schools.

9.4. Further steps for promoting quality of education include the strengthening of teacher inservice training and up-grading programmes. As a result, the previously predominantly grade C and Grade B teachers are now required by policy to enrol for correspondence course leading to form four education followed by one year residential upgrading course. Grade A teachers are encouraged to enrol for diploma level course which also incorporates form six studies.

9.5. Innovative Approaches to Teacher Education Programmes

9.5.1. Drastic policy changes in primary education during the mid 70s resulted in expanded enrolment of both pupils and primary level teacher trainees. As the conventional teacher training plan could not meet the demand, other strategies were adopted which included the following:-

- re-employment of retired teachers on contract basis;
- shortening of the duration of existing teacher training programmes to a minimum of one year in order to accelerate teacher output from the teachers colleges;
- lowering of basic entry requirements for Grade 'A' teacher training;
- introduction of village based teacher training programme Distance Teacher Training Approach (DTTA).

The most significant among these innovations for teacher preparation has been the DTTA which between 1972 - 1984 had enlisted 37,998 new grade C teacher trainees at a substantially lower cost. DTTA used a variety of training methods including:-

- face to face instruction
- correspondence lessons
- practical teaching
- training through radio broadcasts
- audio cassette programmes
- projected six weeks residential training at the end of the course.

9.5.2. The planning and implementation of the DTT programme was done and supervised by the Ministry's head office. The plan involved the Ministry

- issuing guidelines to regional offices on who and how to recruit trainees;
- training teacher trainers at zonal levels;
- preparing plans on how to carry out workshops/seminars for teacher trainees;
- establishing of a task force to monitor the implementation of the DDTA at local level.

9.5.3. The following specific measures for improving teacher training have been formulated for the period 1990 - 1994.

- Expansion of Grade A teacher training
- Grade B and C teacher upgrading to Grade A
- Popularising the teaching profession in order to attract better qualified school leavers into the profession;
- Exemption of primary school teachers from compulsory National Service.
- Recruitment of diploma level teachers for primary schools.

9.6. Measures to Raise and Maintain Teachers Morale

9.6.1. Primary school teachers in Tanzania, especially those in rural areas are faced with serious problems of lack of living accomodation, delays in salary payments, delayed promotions, inadequate supply of teaching materials such as chalk, exercise books, textbooks and teacher's guides.

These and other factors have greatly affected teachers morale so much so that other young people who want to join the profession are discouraged from doing so by the plight which they see in the teachers in the field.

9.6.2. Recent steps taken to attract, retain, motivate and remunerate teachers include the establishment of a Teachers' Service Commission (TSC), the formation of the Tanzania Teachers' Professional Association (TTPA) which is aimed at improving teachers professionalism, the introduction of a statutory teaching allowance for practicing teachers and reviving and expanding of Teachers' Resource Centres.

9.6.3. The Teachers' Service Commission is a special organization operating independent of the Ministry's central hierarchical control unlike the former Unified Teaching Service. While the major aims of the TSC are to promote teachers welfare and their rights and to act as a reconciliatory between the teacher and the employer, TTPA aims at guarding the professionalism of teachers. The TSC and TTPA ensure the musts and shoulds of teachers. These two bodies promote and ensure the ethical, punctuality, dependability, commitment, integrity, professional pride, professional negotiating power, intellectual honesty, moral and overall exemplary behaviour of all teachers.

9.6.4. The teachers' resource centre is an innovation in Tanzania. Its main role is to serve as a focal point in the region or district where teachers can meet to share and exchange ideas, experiences; innovative teaching methods and to provide teachers with information they might want in the form of books; journals; slides, films and video cassettes.

9.7. Measures to Improve the Status and Promotion Prospects of Women Teachers

9.7.1. As previously indicated the constitution of Tanzania has spelt out that women in Tanzania have equal status and rights as men. However, in a deliberate effort to promote the status of women in the family and public life, a Womens' Organization (UWT) was established. In government and other public offices, women can be appointed to hold position of responsibility and authority. Equally, in order to redress and correct the lower number of women in school consideration has been taken in the selection of women for further education and in the expansion of secondary and tertiary education. These deliberate measures have provided more places for girls.

9.7.2. Further there are living examples where women have been appointed to responsible position such as district and regional education officers, heads of schools, college principals, and directors at the headquarters.

10.0. LEARNING MATERIALS

10.1. Development, Production and Distribution

Instructional materials are one of the important inputs for raising and maintaining quality in education. Recognizing this fact, Tanzania has made concerted efforts to ensure proper development, production and distribution of instructional and support materials for basic education. The functions for different institutions involved in this work have also been elaborated in the recently developed educational materials production policy. Under the plan, the Institute of Curriculum Development is responsible for writing, reviewing and updating syllabuses and the preparation of manuscripts for textbooks and supplementary materials.

10.2. Previously the publishing and distribution of educational books was the monopoly of a few public enterprises such as Tanzania Publishing House, Eastern Africa Publication Ltd., the National Printing Company and Printpak Tanzania Ltd. Recently, in an endeavour to promote competition in quality and speed production of school books, private companies have been allowed to bid for the production of books. Besides, Tanzania Elimu Supplies a parastatal under the Ministry of Education continues with its function as importer, manufacturer and distributor of educational materials.

10.3. From the late 1970s during the early years of Tanzania's implementation of Universal Primary Education programme, there was inadequate supply of school materials due to the large number of children enrolled. The textbook: Pupils ratio which was 1:10 in 1980 declined to 1:15 by 1989 but with the government call for parental support for education, this ratio is planned to reach a ratio of 1:2 by the year 2000.

10.4. Learning materials for adult education are prepared by the Institute of Adult Education, the Department of Adult Education and the National Correspondence Institute. Printing of these materials and their distribution is the responsibility of the Ministry. In addition, there are seven press units which print and supply rural newspapers. These efforts are meant to ensure regular supply of learning materials to the rural adult learners.

10.5. Use of Radio

10.5.1. The use of media, especially the radio in the provision of basic education has proved to be an effective complement to teaching and learning especially where facilities and learning materials are available. Radio programmes are fitted into the school time table. Despite this good intention, the country's poor economy has hindered the smooth provision and reception of school broadcasts. The key problems include unmanageable class sizes, lack of affordable radio sets and short supply of batteries.

10.5.2. Radio broadcasts and correspondence courses complement classroom instruction for school and adult learners and reinforce the academic and professional standing of teachers. The use of radio has helped to mobilize the people to join adult literacy classes and has encouraged the use of emulated, interactive group discussion among the learners and teachers.

10.6. Links with Curriculum Development

10.6.1. The Institute of Curriculum Development is responsible for the preparation of syllabuses and the development of textbooks for formal education. This link has two main advantages, the first being that of producing low cost books. The second being that of ensuring the supply of manuscripts for books while the actual production of textbooks is left to publishers and printers. In addition the Institute of Curriculum Development conducts teachers workshops for the production of low cost school materials.

10.6.2. It is now planned to establish a School Equipment Development Unit (SEDU) which will be under the Institute of Curriculum Development. This unit will be responsible for producing and testing prototypes of apparatus designed for use in schools before they can be mass produced. After the educational materials have been in use they are evaluated by teachers, school inspectors and curriculum developers. Unsuitable materials are discontinued while new issues are modified and reviewed to match the new needs in education.

11.0. EDUCATION AND THE COMMUNITY

11.1. Tanzania's education provides for a working link between schools and community especially the community surrounding the school. As the school children come from the community and so they are initiated and helped to meet the challenges of changing socio-cultural, economic and technological conditions in the wider society, it is important for schools to ensure that education and society are not separated. A school isolated from society is likely to produce school leavers who will neither accept the conditions of life they find in the community nor be accepted by the community.

11.2. Use of Community Resources in Support of School Programmes

11.2.1. As from 1978 parents were required to contribute T.Shs.20/= for each primary school pupil for buying educational materials. The contribution wa raised to T.Shs.100/= in 1985 and the present rate is T.Shs.200/= however, the amount contributed over the years has been minimal. Yet not child would be expelled from school due to the failure of the parent in paying the contribution as such an act would contradict the policy of universal primary education as well as compulsory school attenance.

11.2.2. With limited government resources, the budget for education declined from 19 percent of the total budget in 1970/71 to 9 per cent in 1987/88. The need for people to contribute towards the cost of education was imperative. The cost of basic education was to be shared among the central government, local government and parents. The following main areas are involved:-

- direct financial contribution.
- direct labour by the community members for construction of schools.
- involvement of teachers and pupils in income generating activities.

11.2.3. The implementation of the school curriculum often involves student visits to various areas of interest such as the market and other public service centres, scenic places including game sanctuaries and parks, industries, hospital etc. In these places teachers and members of the community cooperate to facilitate practical learning in various subjects. Occasionally resource people from the community are invited in the school to instruct pupils in certain subjects such as cultural songs, dances, arts and crafts. Usually the elders so selected feel proud to be given an opportunity to impart knowledge in the same way that professional teachers are expected to do.

11.2.4. In certain cases, a school may not have adequate play grounds for physical education and this may necessitate the use of nearest community facilities. All these moves are popular with the parents as they help to closely link and identify the school with the community and so makes easy any desires of schools to use community resources in complementing their school education and make it relevant to the needs aspirations of society.

12.0. Use of School Resources in Support of Community Needs

12.1. The link between the school and the community in Tanzania has been made stronger by the reciprocality which exists in the use of resources making it possible for the members of the community around the school to use school buildings and its other resources for the benefit of the community. The primary school, for example is a prime facie adult education centre in the afternoons after the children have finished their lessons.

12.2. The school classroom, the chalk board, teachers and other school amenities are made available for adult learners. The community also uses school resources for other purposes such as community celebrations, social gatherings, agricultural shows, political meetings, recreation etc. On some occasions schools are used as polling stations for elections or for preparation of teachers as returning officers and census enumerators.

13.0. The Role of NGOs or Religious Bodies in Formal and Non-formal Education

13.1. Non-government organisations and religious bodies in Tanzania do play important roles in their support for the provision and improvement of education. Examples of such bodies include UNESCO, UNICEF, SIDA, Christian Council of Tanzania (CCT), Tanzania Episcopal Conference (TEC), Muslim Council of Tanzania (BAKWATA), Aga Khan Foundation Tanzania Society for the Blind etc.

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13.2. Technical support to the expansion and improvement of education is given by NGOs in design of programmes and strategies, staff training, fellowships, local production and supply of educational resources. Some of these organisations especially the religious bodies are now participating in the establishment and management of new schools and even teachers' colleges. SIDA for example is one of the very well known NGOs in Tanzania. Their major role in basic education has been in the area of transport and supply of education materials.

14.0. Community Support Services to Families

14.1. The role of community support services in the provision of effective education has taken the form of collective community effort for self help construction of the badly needed school buildings; the readiness of the community members to contribute money for the purchase of building materials, furniture and general improvement of the school environment. Particular support to disadvantaged families has been given in recognition that the government policy is that no child or adult will be denied of basic education because of poverty. This policy has been implemented fully as regards primary education and adult education classes. The government pays particular attention to disadvantaged groups such as nomadic tribes and pastoralists. In such areas the government has build boarding primary schools. In addition it has provided extra materials and equipment sometimes with the help of donors. Positive discrimination to such areas has been shown in the provision of science kits, atlases and English readers to primary schools in those areas in order to promote effective education.

15.0. MANAGEMENT

15.1. Improving Management at the Ministry, district and Schools

15.1.1. The fall in the standard of education has been influenced by deficiencies in the management of the education system. There have been weaknesses in the management of facilities, personnel, resources, information etc. in the schools, colleges, district and regional education offices. In all such offices, there is a concentration of power at the top and control trickles down in decreasing magnitude to the school.

15.1.2. The government has now embarked on a training programme for education personnel at all levels in order to improve job performance, by extending knowledge and skills, and modifying attitudes in the hope that with improved and more efficient management in education, teachers will ultimately teach better and students learn more. The Minister's Budget Speech of the Ministry of Education for the year 1989/90 pointed out that the country now has a three year plan for training education personnel and administrators in the country and institutions abroad. In addition to offering knowledge and skills the training also aims at equipping educational officers and heads of schools with effective ways of information collection, processing and communication, planning, supervision, evaluation and delegation of responsibility and authority.

15.1.3. In August 1988, the District Education Officers went to the United Kingdom for a one year course in Eduation management. In November the same year, 53 Education Officers responsible for professional matters in the districts had a six weeks training in education management in the country's Institute for Manpower Training of Education Personnel. The training of Regional and District Education Officers as well as Headteachers of primary schools is now a national priority. Hence in January 1989 all twenty Regional Education Officers and all the 103 District Education Officers attended courses in Educational Management. Similar courses have been conducted for 32 Supplies and Logistics Officers. Between September 1989 and March 1990 heads of sections in the Ministry Headquarters and 210 primary school headteachers were trained.

15.2. Strategies for Planning and Implementing Change in Education

15.2.1. All educational reforms in Tanzania have been necessitated and continue to be necessitated by the provisions of the Arusha Declaration and Education for Self-Reliance both policy documents issued in 1967. In many cases, while demanding for reports of these provisions, political leaders have found themselves also at the forefront of proposing reforms. Increasingly however, technical and professional people are now being closely consulted and involved in planning and supervising implementation of reforms in education.

15.2.2. In principle, there are many strategies for initiating change in education. In 1974 for example, it was the ruling political party which proposed and moved that all children of school age must be enrolled in primary school. It was also moved that the primary school curriculum should be vocationalized as much as possible in order to prepare the majority of children for rural life.

15.2.3. In some cases the media may receive public opinion on the trend of educational growth indicating areas in need of improvement. The Ministry and government in general watch for these ideas and in due course issues of concern may be identified.

15.2.4. Likewise during the frequent teachers seminars annual meetings of Headteachers, Headmasters, Principals, District Education Officers, Regional Education Officers, School Inspectors and other education staff, issues in need of closer examination as bases for reforms in education may also arise. The political party may also indicate to government the areas which it feels need reviewing. Researchers too may bring to the notice of government or they may be asked to study issues which need close attention in the form of policy introduction or change.

15.2.5. The government may then institute a task force or committee to examine closely areas of education for which public and professionals alike feel the need for reform. Whether resulting from research findings or more collections from meetings of professionals, any matter which needs a new policy will be discussed by heads of programmes at the head office of the Ministry of Education. Common agreements on key issues will then be transmitted to cabinet for final consideration and approval.

16.0. Ways of Devolving Authority Decision-Making and Financial Control

16.1. There is no limit to the number of local strategies which can be adopted for implementing change in education. Some of the more common strategies include systematic research and evaluation approaches, communication and social interaction, participative problem solving and power coercive strategies.

16.2. Tanzania has laid emphasis on participative problem - solving strategy in implementing educational reforms. This strategy centres on the user with the strong feeling that students or indeed the people have most if not all the ideas, resources and energy to bring about change. The innovation be it of a community school or functional literacy centre is carried out within the user or client system. The social interaction model is also used in convincing people about the value and usefulness of such innovations as the work oriented curriculum. Such rolesare often played by nation, regional, district and local, political leaders, education authorities, school inspectors and such other people as those with political, legal administrative and economic power to be able to influence or enforce implementation of education reforms. In basic education, local and central government administrators, parents, pupils and at times non-governmental organisations do influence such changes. For example the Ministry of Finance does exercise tight control over economic decision-making and financial allocation through annual budgeting procedures.

16.3. Tanzania is also an active participant in international meetings and conferences of education where issues of international concern are discussed by technical and professional staff. These are later tabled before heads of missions for further consideration and consequent acceptance by different countries or they may be recommended to heads of government for endorsement after which the locally agreed issues then become binding to all member states. Reports and experiences in implementation of such policies are then frequently tabled at annual or biennial meetings of member states.

16.4. Similarly, Tanzania is an active recipient of educational reports, journals and papers from individual professional around the world and from such international bodies as UNESCO, UNICEF, World Bank, IMF, IBE, etc In many cases such reports show the status of our education as related to that of other nations. After making analysis of these reports, the Ministry and therefore government may establish strong bases for proposing or passing new policies for reforms in education.

17.0. Effects of User Fees on Quality

17.1. Most of the expenses for basic education are paid for by the central government with some contribution from the local government. In primary schools parents pay T.Shs. 200/= per pupil. Parents also buy uniforms, pay for mid-day meals for pupils, and contribute towards the cost of constructing or repairing school buildings and furniture. The payment of fees for primary education has not contributed much towards the quality of education. In almost all cases the money contributed has been treated as government revenue which is not thereafter necessarily spent on education. There are no fees paid for adult education.

17.2. Nevertheless it has become clear recently that some parents have sought other means to ensure that the children get quality education. It is no surprise therefore to find a parent transferring his or her child from a low fee paying, poorly maintained and poorly staffed government school to a higher fee paying school inside or outside the country.

This is however, a very small number. In some cases where parents feel that their children are not taught adequately in primary schools they engage teachers to conduct private tuitions. The cost of such tuition is normally negotiable and is not controlled by the government.

18.0. OUT-OF-SCHOOL EDUCATION

18.1. Ways of Reaching Out-of-School Children, Youth and Adults

18.1.1. It has become evident that the existing formal education channel alone cannot suffice the peoples demand for education. A number of out-of-school education programmes have therefore been designed to cater for those who have not been able to attend primary schools due to various reasons. These programmes are conducted in various premises where the target group can be easily reached. In many cases, such programmes have emerged and continue to flourish in Tanzania without the guidance of any clearly defined policy. Their establishment and operation is nevertheless acknowledged and encouraged in statements given from time to time by the ruling political Party and the Government. The people are encouraged to use these avenues to get knowledge and skills for self reliant productive innovations and activities, which include:

- training in specific vocations, traditional tin-smithing, skills for back-yard garages, watch-repair etc.
- distributive business and community services, e.g. fish-mongers, vegetable vendors, kiosk-operators, shoe-shiners etc.
- agro-based activities such as vegetable gardening, poultry-keeping piggery etc.

- tailors, cobblers, handicraft makers, wall decorators etc;
- professionally oriented activities e.g. Secretarial Services, commercial services;
- cultural and recreational activities e.g. creative arts, music, sports, traditional dances etc.

18.1.2. There is no formal link between the in-school and out-of-school education. However, in the practical subjects which give young people immediate employable skills, some of the teachers of such subjects often find themselves either invited to offer instruction to out-of-school groups or they may themselves organize courses in such skills by using facilities existing in their schools. This however is an insignificant contribution except where it is formalized as at the Dar es Salaam Technical College where a good number of primary school leavers enrol for evening classes in General Engineering Science courses.

18.1.3. Out-of-school programmes have neither a centralised nor local curriculum; no standardised learning materials, books or teachers. Most of them needing as entry requirement, basic literacy especially to Std.7 level in primary school or adult literacy, classes are conducted in either Kiswahili or English.

18.1.4. Most of these programmes offer tailor-made courses by simple, more practical and less theoretical treatment. The programmes are often run by non-governmental organisations, voluntary agencies, religious institutions and private individuals who admit participants to their courses at a fee controlled by themselves.

Procedures for admission to these courses are therefore fluid depending to a large extent upon the individuals own efforts to apply and readiness to pay for the training as demanded.

18.1.5. Out-of-school education for women tend to centre mainly around courses in typing, shorthand, book-keeping, commerce, telephone - telex operation, computor operation, tailoring and other office service training offered inside-track commercial colleges. Many women and girls may also find themselves in direct employment in public enterprise where they train on the job in specific fields.

18.2. Links Between In-School and Out of School Education

18.2.1. In-school basic education is largely conventional and academic oriented whereas out-of-school education is basically called training. The latter involves acquisition of occupational and household skills, development of aesthetics, the cultivation of the right attitudes, values and aspirations. Essentially out-of-school programmes are specific and relevant to the needs of changing society.

18.2.2. Many of the out-of-school non-formal programmes were not originally conceived of as educational except for the few that bear a close resemblance to formal schooling such as literacy classes, correspondence courses and vocational training programmes. This meant that for those which resemble formal schooling there is a direct link with formal education especially in the training of instructors for such programmes.

For instance all teacher training colleges in the last two decades incorporated training in adult education methodology in their curriculum. In other words all teachers trainees are trained to teach primary school children as well as adults and youth in non-formal out-of-school education.

18.2.3. The Institute of Adult Education offers a residential diploma course lasting for two years and is designed to provide professional training in adult education including extension services in agriculture, cooperatives, health and rural development. These courses are also offered to people working in non-governmental organisations and voluntary agencies dealing with out-of-school education. It is considered unrealistic to have artificial barriers between formal and non-formal education hence Tanzania adopted the intergretion approach of the two forms of education by providing training for cadrs who will work in the non-formal programmes.

18.3. Particular Needs of women and girls

The needs of women and girls have been incorporated in the curriculum content as basic learning needs for males as well. As mentioned earlier the policy of education for self-reliance emphasizes the need to enable Tanzania learn how to improve their lives and play their rightful role in the development of this country. Some of the measures taken to meet particular needs of women and girls include, positive discrimination in selection of girls for secondary education after completion of primary cycle so as to get more girls into secondary schools.

In order to reflect the roles of women in development, the content of the post-literacy curriculum has been revised to incorporate gender issues.

19.0. RESOURCES AND INTERNATIONAL COOPERATION

19.1. Redeploying Resources With Basic Education

19.1.1. Education resources include human and physical resources required for effective structures and education provision. In Tanzania's basic education sector the existing school buildings and school grounds are in dire need for repair. With the UPE boom, the facilities have been overused and many are worn out due to the large class sizes. Many schools do not have an adequate number of classrooms to accomodate all the children enrolled. As a result primary school class sizes may grow up to 120 children as compared to the standard size of 45 children.

19.1.2. The primary schools are in full use for most of the mornings and part of the afternoon leaving room thereafter for adult literacy to continue during the late afternoons. Improved social services like urban and rural transportation and electrification could allow for existing school buildings to be used to give education to even more people.

19.1.3. As human resource utilization, there is still a shortage of good and well qualified primary and adult education providers. The teaching force available is fully employed as primary school teachers who teach in their schools in the morning and also in adult education centres in the afternoon.

During the early days of UPE, and adult literacy campaign Tanzania used all available human resources including the deployment of untrained to teach in primary school and adult classes. This however, has contributed partly towards the present low quality in basic education.

19.1.4. The area which needs a new look is the administrative and supervisory personnel in education. The school inspectors have a lot of schools to visit in order to help and advise the teachers on more effective teaching methods and techniques. However, because of shortage of transport facilities, many inspectors are only able to visit a small number of schools each year. These people could be provided with simple means of transport such as motorcycles in order to take them to distant schools for inspection.

19.1.5. Equally important is the fact that whereas the Ministry of Education aims at providing learners with life skills, effective deployment of skills providers has not been achieved. Skills in agriculture could be easily given by staff from the Ministry of Agriculture and similarly skills in fishing from the staff of the Ministry responsible for Natural Resources. There are many skills training needs which the Ministry of Education could provide with greater ease when inter-ministerial cooperation for quality in education has been established and strengthened.

19.1.6. On the international forum Tanzania has received donor support such bodies as SIDA, CIDA, UNESCO, UNICEF, DANIDA, the World Bank etc. for the provision of better basic education. Regular international meetings and conferences each focusing on key issues are an invaluable input into Tanzania's continuing effort to provide and improve the quality of basic education to all the people.

19.2. Areas In Need of Assistance from Abroad for Improving Quality in Education

19.2.1. The need for quality in education is extremely vital as a key determinant and pace-setter for development in the other sectors of the society. With a good education Tanzania could be able to develop her people to lead happier lives.

19.2.2. Early childhood education greatly influences the quality of subsequent level of education. This area is a big shortage of expertise of its development, thus requiring external assistance.

19.2.3. In primary schools there is a need for more qualified teachers especially in English Language, Mathematics and Science. This is another area where external support would be appreciated. There is a need to strengthen the capacity to develop locally produced learning materials for basic education. Assistance in this direction is desirable.

19.2.4. In addition, short term exchange visits with other countries continue to be a source of inspiration and encouragement to educational personnel involved centrally in ensuring the better provision of better quality education to the people of the United Republic of Tanzania.

APPENDIX I:

SCHOOL ENROLMENT BY LEVEL 1989

LEVEL	ENROLMENT		TOTAL
	PRIVATE	PUBLIC	
PRIMARY			
Grade I - VII	5667	3,252,934	3,258,601
Grade I	1094	623,537	624,631
Grade VII	689	287,582	288,271
SECONDARY			
Form I - VI	75,003	57,482	132,485
Form I	20,789	16,034	36,823
Form IV	14,759	100.8	24,823
Form V	1,045	2,980	4,025
Form VI	716	2,360	3,076
TEACHER EDUCATION			
Total Enrolment	-	13,263	13,263
Grade B	-	2,829	2,829
Grade A	-	6,099	6,099
Diploma	-	1,913	1,913
IN-SERVICE TECH.EDUC.		2,422	2,422
Total Enrolment	-	1,927	1,927
First Year	-	680	680
UNIVERSITY			
(Under graduates)			
Total Enrolment	-	3,327	3,327
First Year	-	1,165	1,165

SOURCE: MINISTRY OF EDUCATION

APPENDIX II

ENROLMENT IN PUBLIC PRIMARY SCHOOLS

1961 - 1989

TAN 40

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APPENDIX III

NUMBER OF EDUCATION INSTITUTIONS STUDENTS AND TEACHERS 1989

LEVEL	NO.OF INSTITUTIONS	STUDENTS	TEACHER
PRIMARY:			
Public	10,404	3,252,934	98,136
Private	27	5,667	256
Total	10,431	3,253,601	98,392
SECONDARY:			
Public	124	57,482	3,866
Private	195	75,003	2,982
Total	319	132,485	6,848
TEACHER EDUCATION			
Public	40	13,263	1,015
Private	-	-	-
Total	40	13,263	1,015

SOURCE:

STATISTICS SECTION, MINISTRY OF EDUCATION

APPENDIX IV

PRIMARY EDUCATION LEAVERS AND FORM ONE SELECTION

1963 - 1989

YEARS	STD.VI/VIII LEAVERS	PUBLIC	%	PRIVATE	%	TOTAL	%
1963	17,042	4,972	29.1	-	-	4,972	29.1
1964	20,348	5,302	26.1	458	2.3	5,760	28.3
1965	29,367	5,942	20.2	2,329	7.9	8,271	28.2
1966	41,083	6,377	15.5	2,591	6.3	8,968	29.8
1967	47,981	6,635	13.8	2,610	5.4	9,245	19.3
1968	58,872	6,989	11.9	2,511	4.3	9,500	16.1
1969	60,545	7,149	11.8	3,021	5.0	10,170	16.8
1970	64,630	7,350	11.4	3,254	5.0	10,604	16.4
1971	70,922	7,780	11.0	3,667	5.2	11,447	16.1
1972	87,777	7,956	9.1	4,379	5.0	12,335	14.1
1973	106,203	8,165	7.7	4,964	4.7	13,129	12.4
1974	119,350	8,472	7.1	51,144	4.3	13,586	11.4
1975	137,559	8,680	6.3	5,786	4.2	14,436	10.3
1976	156,114	8,659	5.5	6,590	4.2	15,249	9.8
1977	169,106	8,706	5.1	7,165	4.2	15,871	9.4
1978	185,293	8,720	4.7	8,467	4.6	17,187	9.3
1979	193,612	8,908	4.6	6,677	3.4	15,585	8.0
1980	212,446	8,913	4.2	7,095	3.3	16,008	7.5
1981	357,816	9,178	2.6	7,988	2.2	17,166	4.8
1982	419,829	9,241	2.2	8,469	2.0	17,710	4.2
1983	454,604	9,899	2.2	9,606	2.1	19,505	4.3
1984	649,560	10,077	1.6	11,745	1.8	121,822	3.4
1985	429,194	10,881	2.5	12,625	2.9	23,506	5.5
1986	380,096	11,721	3.1	15,709	4.1	27,430	7.2
1987	380,758	14,626	3.8	18,007	4.7	32,633	8.6
1988	347,978	15,675	4.5	20,789	6.0	36,464	10.5
1989	267,744	18,551	6.9	N/A	-	N/A	-

APPENDIX V

VOCATIONAL TRAINING CERTIFICATE COURSES:

ENROLMENT DURING 1987/88 BY INSTITUTION AND YEAR OF STUDY

INSTITUTION	TANZANIAN			NON TANZANIAN				
	MALE	FEMALE	TOTAL	MALE	FE-MALE	TO-TAL	GRAND TOTAL	
Liuli Tech. College Centre (85)	10	8	18	-	-	-	18	
Masasi Tr. Centre for Blind	32	-	32	7	6	-	45	
Nat. Voc.Tr. Centre Tanga	176	63	239			-	239	
Yombo Voc. Rehabilitation Centre (85)	44	-	44			-	44	
Voc. School For the Blind Women - Singida	2	16	18			-	18	
Nat. Voc. Tr. Centre Dodoma Azimio Cottage Ind. Tr.	162	44	206			-	206	
Azimio Cottage Ind. Tr. Centre - Tabora	31	8	39			-	39	
Nat. Voc. Tr. Centre Songea 86	50	5	55			-	55	
Liuli Tech. Centre Mbinga	3	16	19	-	-	-	19	
TOTAL	510	160	670	7	6	-	683	

SOURCE: MINISTRY OF EDUCATION

APPENDIX VI

NATIONAL LITERACY RATES BETWEEN 1967 - 1986

YEAR	MALES	FEMALES	TOTAL MALES & FEMALES
1976	58%	80%	69%
1975	34%	44%	39%
1977	21%	23%	27%
1981	15%	27%	21%
1983	10%	21%	15%
1986	7.1%	12%	9.6%

SOURCE: MINISTRY OF EDUCATION

APPENDIX VII

EDUCATION FOR WOMEN

WOMEN ENROLMENT AS PERCENTAGE OF TOTAL ENROLMENT

1985 - 1989

EDUCATION LEVEL	1985	1986	1987	1988	1989
(a) Primary Education:	%	%	%	%	%
Std. I	49.5	49.3	48.5	49.4	50.0
Std. VII	48.5	50.0	50.4	51.0	49.5
Std. I - VII	49.9	50.0	49.8	49.7	49.6
(b) Secondary Education:					
Form 1	38.6	41.2	42.2	44.2	44.2
Public	34.4	37.2	37.6	40.4	41.8
Private	42.8.	44.6	45.5	47.3	46.1
Form IV	36.7	37.9	39.3	38.8	40.2
Public	32.9	32.6	33.8	33.8	36.6
Private	40.5	42.4	43.5	42.0	42.7
Form V	22.7	22.0	19.4	22.8	27.9
Public	22.2	21.5	19.7	24.6	28.9
Private	23.2	23.7	18.4	18.7	25.2
Form VI	21.2	20.3	20.8	18.8	23.5
Public	22.4	20.2	21.6	19.2	25.1
Private	20.0	21.0	18.4	17.7	18.3
Form I - VI	36.9	38.4	39.6	41.1	42.6
Public	32.4	33.3	34.4	36.3	38.5
Private	41.4	43.1	43.7	44.6	45.7
(c) TEACHER EDUCATION	41.1	39.8	40.9	41.6	40.8
(d) Technical Education (Tech. Colleges)	11.2	10.4	7.5	5.1	6.9
(d) University Education (Undergraduate)	16.0	15.5	15.2	16.9	17.1

SOURCE: MINISTRY OF EDUCATION

APPENDIX VIII

CENTRAL GOVERNMENT BUDGET ALLOCATION

TO THE MINISTRY OF EDUCATION (RECURRENT) 1980/81 -1989/90

(IN MILLIONS SHS.)

YEAR	TOTAL BUDGET	MINISTRY OF EDUCATION ALLOCATION	%
1980/81	14,895.0	1,737.7	11.7
1981/82	18,316.1	2,258.6	12.3
1982/83	18,993.0	2,524.0	13.2
1983/84	21,460.9	2,502.6	11.7
1984/85	27,438.4	1,795.1	6.5
1985/86	39,764.4	2,321.2	5.8
1986/87	53,300.6	4,227.1	7.9
1987/88	77,667.9	4,168.2	5.4
1988/89	118,672.0	5,659.3	4.8
1989/90	14,248.7	8,322.0	5.9

SOURCE: MINISTRY OF EDUCATION

ZIMBABWE

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1.0 CHALLENGES AT INDEPENDENCE

The education system inherited by independent Zimbabwe in 1980 was riddled by a horde of institutionalised problems which could not be legislated away overnight.

The education system was racially divided into two - one system catering for a minority group of Whites, Asiatics and Coloureds and another system catering for the black majority. The two systems were differently resourced. The system for Whites had the best trained teachers, enjoyed a small teacher-pupil ratio, had the latest teaching-learning gadgets, tuition was free, received liberal financial support from the state, had a curriculum designed to produce leadership for industry and government and was compulsory to all children of school-going age. It compared favourably with educational systems in developed Western countries. On the other hand, the system for blacks was the exact opposite of this. Access was highly restricted, government support was sparing and as a result teaching-learning materials were scant. The curriculum was tailored to producing semi-skilled workers to provide menial labour in industry and government. The facilities available catered for only a miserably small fraction of blacks of school going age. It was highly regimented with artificially and ruthlessly selective bottlenecks.

In general, the education system had no direct links with the socio-economic needs of the country. It was based on a liberal tradition which emphasised school experience for its own sake. Hence, the country depended on expatriates for technical expertise. In addition, there was no attempt to use the school curriculum as a vehicle for imparting skills to enable graduates to respond intelligently and creatively to environmental, family life and health issues.

Because of racial imperatives, a disproportionately large part of the country had no school infrastructure. Remote rural areas had a sprinkling of primary schools run by church organisations. These were separated by long expanses of neglected areas. The same church groups ran a few boarding secondary schools in rural areas.

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Entry to these schools was highly competitive and therefore the rural poor could not afford to send their children there.

There was a critical shortage of trained teachers for all levels of the education system. For primary school teachers, there were seven colleges of education. Three of these were run by churches and the remaining four were government institutions. These colleges had different statuses. One group was associated to the University with accreditation done by that institution while the other group was directly controlled by the Ministry and its graduates received Ministry certification.

In addition to the few graduate teachers produced by the University, there were two government colleges which trained secondary school teachers.

The combined annual teacher output from all these institutions was about 3 000. The system did not make provision for teacher support. Syllabuses were imposed from above without orientation courses for teachers. The inspectorate was assessment-oriented with a singular interest in passing judgement and awarding a symbol on performance.

Although the primary school syllabuses were developed "locally", they were mirror images of British programmes adopted without adaptation. There was no teacher involvement. The secondary programmes, "O" and "A" levels, were direct imports from a number of British Examinations Syndicates. Consequently, textbooks were either imported direct from Britain or were imported from Britain and published locally under licence. As a result, it is not surprising that school children knew more about the Prairies, the American Corn Belt and Victorian England than they did about the Zimbabwean transport system for example !

The areas of pre-school and adult literacy were completely left to private initiative. Correspondence colleges were in more or less the same category. There was no regulation and co-ordination from the centre. Government did not see these areas as constituting legitimate sectors for its intervention. Because of this lack of concern, these areas became fertile ground for unscrupulous profit-seeking individuals who made quick returns while offering programmes of a dubious nature.

Administratively, the system was over-centralised with all decisions coming from Head Office in Harare. Consequently, the system was under-supervised and power-coercive in so far as communication was top-down. It was not sensitive and responsive to the grassroots if only because of the distances between the decision-makers in Harare and the classroom teachers tucked away in the districts.

What emerges is a system that was racially divided, catered only for a small fraction of the school-going population, offered a largely irrelevent curriculum, was under-resourced in terms of materials and teachers and was over-centralised and therefore distanced from the schools. It did not pay serious attention to pre-schoolers and adult learners.

2.0 POLICY POSITION

The majority government that came into power in 1980 had education high on its agenda. Access to education was accepted as a basic human right for every Zimbabwean child. In addition, education was viewed as an important means of improving the quality of life of every citizen and as affording the opportunity for a full and meaningful participation in all the affairs of the country.

Education was accorded pride of place in the overall strategy for the transformation and development of the Zimbabwean society. It was considered a critical factor in economic expansion, in the efficient utilization of land, in raising the living standards of all Zimbabweans, in manpower development, in the enlargement of employment opportunities, in the development of science and technology and in maintaining a correct balance between development and the environment.

The various National Development Plans challenged the education system to

- promote unity, love of country and democratic and egalitarian values
- revive national languages and cultural traditions and values and develop a Zimbabwean culture which reflected the diverse cultures of its people.

- produce skilled and trained cadres required for economic development
- develop a global perspective and a commitment to mankind and to the cause of the oppressed and down-trodden the world-over.

To achieve these tasks, a number of things needed to be done within the education system itself:

a - provision had to be democratised and extended through both formal and non-formal strategies in order to eradicate illiteracy.
b - school curricula had to be overhauled and made more relevant to Zimbabwe's cultural, socio-economic and manpower needs
c - school experiences had to become an investment in life, a preparation for everyday challenges and a nursery for the development of essential survival skills.
d - educational programmes had to be based on firm scientific, mathematical, technical and technological principles.
e - the quality and standards of learning and teaching had to be improved using low-cost locally available materials.
f - a balanced and functional curriculum sensitive to the needs of individual learners had to be developed
g - an adequate pool of well-trained, qualified and community- and development oriented teachers had to be produced.
h - an adequate and countrywide school infrastructure encompassing pre-school, primary, secondary, out-of-school and tertiary institutions had to be developed.
i - an adequate administrative - supervisory capacity to manage the system and support teachers had to be created.
j - capacities in other essential areas such as planning, financial management, special education, curriculum development, non-formal education, supervision, etc., had to be established
k - sufficient material and financial resources to education had to be provided.

Within the limits of its resources, the government has addressed these issues. The process is on-going and the passage of each year has seen the government move closer to achieving the targets it set itself in education.

3.0 DEVELOPMENTS

The decade 1980 - 1990 has been characterised by dramatic developments in education on all fronts. The extent and size of achievements,

given the fact that Zimbabwe is a relatively poor developing country, can only be described as a "miracle" born out of sheer determination, commitment to a principle and getting priorities right. A common concern is whether these gains can be consolidated and sustained in an environment of unfavourable terms of international trade, unpredictable growth trends, growing unemployment, a relatively large population growth rate and other unstable macro-economic variables.

3.1 Institutional Framework

An essential first step at Independence was to create an adequate institutional framework in education that would enable the system to carry out its functions. This system has evolved gradually since 1980 and, in some cases, has seen far-reaching changes as in the creation of two Ministries of Education in 1988.

The current position is that there are two Ministries of Education namely, the Ministry of Education and Culture and the Ministry of Higher Education. There is also a Minister of State in the President's Office responsible for National Scholarships.

3.1.1 Ministry of Education and Culture

The political head is a Minister who is a member of Parliament. Below the Minister is a Permanent Secretary who is the administrative head of the Ministry. The Permanent Secretary has five Deputy Secretaries who are in charge of the five divisions which constitute areas of the functions and responsibilities of the Ministry.

Schools Division

This Division has five sections each headed by a Chief Education Officer :

- Professional Staffing whose responsibilities include discipline and promotions,
- Standards Control whose responsibilities encompass monitoring and evaluating classroom transactions and supporting teachers on an on-going basis,
- School psychological services and Special Education whose responsibility is to support teachers in handling pupils with special needs.

- Early Childhood Education and Care Section which trains teachers for pre-school education and promotes and regulates this aspect of education.
- Professional Administration Section which is tasked with day-to-day administrative issues within the Ministry and in the Ministry's dealings with outside bodies.
- The Schools Division is also decentralised into regions through nine Regional Offices each headed by a Regional Director whose status is equivalent to that of a Chief Education Officer. Under the Regional Director are two Deputy Regional Directors responsible for Primary and Secondary Education, supported by a team of subject Education Officers.

The Regional Office is decentralised into district education Offices manned by District Education Officers supervised by an education officer.

The Regional Director is the Ministry representative in a region and his office monitors and controls all educational activities, formal and non-formal, in the region. This arrangement does not only ensure effective implementation of programmes but also makes the administration of education more responsive to local needs.

Non-Formal Division

This division has two sections, each headed by a Chief Education Officer:

The Adult Literacy and Mass Education section is responsible for developing literacy materials, mobilising for literacy programmes and designing and implementing programmes. The section of Non-Formal and Distance Education caters for out-of-school learners following various curricular programmes. It develops distance education materials and organises and runs study groups and evening classes. In addition it registers and monitors independent and correspondence colleges.

Additional functions of this division are the administration of the ex-refugee and ex-combatant scholarship programme and training and supporting teachers in refugee camps.

Division of Administration, Finance, Planning and Recruitment

Apart from general administration and financial management, this division is responsible for the functions of planning and evaluation and local and external recruitment of staff. It is the entry point and regulating mechanism for Aid and donor-funded projects. In this division is located the Media Unit tasked with the delicate function of promoting the image of the Ministry and liaising with its various publics.

Division of Culture

As with other divisions, Culture has a number of functions. It is responsible for researching, documenting, preserving and promoting Zimbabwe's diverse cultural traditions. It organises cultural activities and works closely with curriculum developers, media organs and other organisations to ensure that cultural considerations are given adequate treatment. Its activities are all-pervading. It participates in state occasions and organises visits to Zimbabwe by foreign cultural groups in addition to facilitating foreign tours by various Zimbabwean culture groups. The division is decentralised down to the district.

Division of Education Development

This division has two sections each headed by a Chief Education Officer. The first is the section of Curriculum Development and Audio-Visual Services whose responsibility is to translate national policies into operational school programmes. It is responsible for the design and development of the school curriculum, defines curriculum goals, develops subject syllabuses, develops teaching-learning materials, carries out research and evaluation on performance of school programmes and supports teachers through in-service courses, radio broadcasts and supplies audio-visual materials.

Although a function of the Curriculum Development Unit, curriculum development is a nationally shared responsibility. The Curriculum Development Unit subject specialists work with National Subject Panels representing teachers, education officers, colleges of education, university, correspondence colleges and other interested groups in developing syllabuses.

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The Curriculum Development Unit subject specialists co-ordinate and provide technical expertise to the process. Also materials development is a collective process often done through writing workshops consisting of teachers, college lecturers and education officers from the regions.

To ensure that national policies and pedagogical considerations are not compromised, the Curriculum Development Unit evaluates all manuscripts of textbooks produced by commercial publishing houses before publication. The unit is the quality controller responsible for evaluating manuscripts.

To date, the Curriculum Development Unit has produced localised syllabuses for both the primary and secondary segments (up to 'O' levels) of the system.

The second section of the Education Development Division is the Examinations Branch. This section works closely with the Curriculum Development Unit. It is charged with the administration of all examinations and setting examination papers, marking and processing results. It develops specimen papers, trains markers and item writers and carries out related research. It appoints Chief Examiners for all subjects and participates in national subject panels for syllabus development.

It is the custodian of all data on examinations and is responsible for the efficient and safe administration of examinations.

The Examinations Branch is in full control of all facets related to Grade 7(end of primary segment) and Zimbabwe Junior Certification (end of two years secondary education) Examinations. As far as 'O' level examinations are concerned, the localisation programme is going through a period of partnership with the University of Cambridge Local Examinations Syndicate. In this process a number of things have already been done. Syllabuses have been localised, item writers and markers have been trained, a number of papers are being marked locally but moderated and processed in Cambridge and the administrative structure is in place. There are however certain essential capacities which need to be developed before the 'O' level examinations are completely localised. The pool of markers for all subjects needs to be increased, setters trained, administration strengthened and capacities to process raw scores established.

The localisation programme is on target and it is hoped the process will be completed by the target date of 1992. The programme to localise 'A' level examinations will begin around 1992 after the 'O' level phase. It is important to point out, in this connection, that Shona and Ndebele languages are already localised.

3.1.2 Ministry of Higher Education

As with its sister Ministry, the political head of this Ministry is a Minister who is a member of the legislature. The administrative head is a Permanent Secretary assisted by three deputy secretaries.

The Ministry is responsible for most post-secondary and tertiary education. Its responsibilities cover teacher education, technical and vocational education and University education. The Ministry has three divisions: -

Division of Institutions

This division has a large portfolio which includes the sections of Industrial Training and Apprenticeship, Technical and vocational Education, Technical High Schools and Teacher Education.

During the last ten years, the section of Teacher Education has been responsible for a number of far reaching innovations which have been responsible for creating a large force of qualified teachers to man the expanded system of educational provision.

Division of Policy Planning, Research and Evaluation

This division has the functions of planning and co-ordinating Ministry programmes. It carries out on-going research and evaluation and negotiates and monitors donor-funded projects.

Division of Administration and Finance

This division is responsible for general administration, financial management and staffing.

Before we leave this discussion on Institutional Framework, it is important to discuss two other points. Firstly, the importance accorded to education in Zimbabwe is borne by the fact that an average of about 23 per cent of the National Budget is allocated to the education sector every year. It is the largest single budget item. Secondly, under the existing legislation, government and any approved private bodies can establish a school or college or other educational institutions, on condition that it meets the criteria for registration. Education authority is generally centralised in the parent Ministries, while responsibility for education is shared because although government has its own schools, 80 per cent of all schools belong to what are known as responsible authorities. These may be local authorities, commercial and industrial concerns, religious organisations, boards of governors or committees of parents and even individuals.

3.2 Pre-School

Following independence, pre-school education was recognised as an integral part of the education system and placed under the Ministry of Community Development and Women's Affairs. In 1987, it was moved to the Ministry of Education and Culture.

Pre-School education is for children of ages 0 to 5 years. It covers creches, nursery schools and play centres. It is voluntary and is run by private enterprise and local communities.

The government realised the importance of pre-school education in laying a firm foundation in the total development of the child. It also has a socio-economic value in that it releases mothers for work and other pursuits.

Until 1980, pre-school facilities were found in urban areas. However, a programme of encouragement and material support has led to a crop of such facilities in rural areas.

On its part, government has established a centre to train trainers in pre-school establishments. Central control and regulation has been established and resource materials developed. A move to twin pre-school facilities to schools and bring them under the administrative structures of the school is afoot.

3.3 Primary Education

Primary education has expanded phenomenally since 1980. Enrolment figures rose from 820118 in 1979 to 2 212 103 in 1989. This was achieved through the joint efforts of government, parents and donor organisations.

The primary cycle is seven years. Children enter it at the age of six or seven years. The cycle is divided into two: the infant Grades 1 to 3 and the Junior Grades 4 to 7.

Tuition is free in the primary segment although parents contribute materially and financially at different rates depending on the school. The construction of primary schools is no longer a government responsibility. It is left to responsible authorities.

Officially, there is automatic promotion from grade to grade although in cases of under - achievement headmasters in consultation with parents can allow a pupil to repeat.

The primary school cycle is not officially terminal. The Grade 7 examinations which children sit at the end of the cycle are meant to provide evaluative feedback on the performance of the primary school curriculum and guide decisions on the curriculum. The examinations cover the following areas: -

Mathematics
English
Shona / Ndebele
General Paper (which covers all content subjects)

During the first three grades, instruction is in the mother language (English, Shona, Ndebele and recognised languages of minority groups) predominant in a given area. From Grade 4, English becomes the medium of instruction. The primary school curriculum seeks to establish a firm base of communication skills, promote a sound mathematical, scientific and technological understanding and inculcate favourable values and attitudes to work, country and the Zimbabwean identity as defined by its cultures, ideology and history.

Education with production is taught across the curriculum. In addition, the primary school curriculum has been made a vehicle for transmitting messages on health, nutrition, environment and other family and societal issues, such as child-to-child and women-oriented projects designed to empower children and women.

The primary school curriculum offers the following subject strands:

Mathematics
English
Environmental and Agricultural Science
Social Studies
Shona / Ndebele
Religious and Moral Education
Physical Education
Art and Craft
Music
Home Economics
Minority Languages (Kalanga, Venda, Tonga, Shangaan and Nambya in areas where these are spoken).

There are plans to introduce an integrated package of technical subjects.

It is important to note that primary school subjects are taught in an integrated fashion essentially because everyday experiences present themselves to children in that form.

3.4 Secondary Education

From an enrolment figure of 73 540 in 1979, secondary school enrolment rose to 641 005 in 1989. Enrolment is still on the increase as more schools are being built.

Secondary education is divided into three stages. The first stage is the two year Zimbabwe Junior Certificate programme. This is followed by a further two years which prepare pupils for 'O' levels. The last two years prepare students for 'A' levels which are the entrance examinations for University programmes.

Access to secondary education is available to all primary school graduates who can afford it. The current policy is to give every child where possible, a four year secondary education. The Zimbabwe Junior Certificate Examinations (ZJC) are meant to evaluate the performance of the curriculum and to channel students according to their abilities and preferences. They are not supposed to be terminal. The secondary school curriculum is meant to give a general broad-based education. It gives equal attention to academic and practical subjects. There is, however, a trend to "vocationalise" the curriculum so that students can acquire some "marketable" skills. To this end, where facilities permit, pupils take two practical subjects. This vocationalisation thrust is currently under review and is likely to become more important in future developments.

There are five broad categories of subjects offered at ZJC :

a) Science and Mathematics

b) English, Shona and Ndebele

c) Geography, History, Religious and Moral Education

d) Agriculture, Building, Metalwork, Woodwork, Technical Drawing, Fashion and Fabrics, Food and Nutrition, Home Management, Art and craft.

e) Music, Physical Education and Education for Living.

Students take an average of eight subjects. The core consists of Mathematics, Science, Practical subjects, English and African Languages which are given 5 to 7 periods of 40 minutes each per week.

The "O" level programme is important since it is the minimum requirement for post secondary training. It offeres a general education consisting of the following subjects:

a) English Language

b) Literature in English

c) Science

d) Mathematics

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e) Shona / Ndebele
f) History
g) Geography
h) Bible Knowledge

i) Practical subjects of Agriculture, Building, Metalwork, Woodwork, Technical Drawing, Fashion and Fabrics, Food and Nutrition, Home Management, Art and Craft.

j) Commerce and Accounts
k) Modern Languages
l) Education for Living.

To facilitate the teaching of Science and Technical Subjects in schools with no laboratories and workshops, a programme of kits was launched.

There is presently a pilot scheme in which pupils are prepared for a certificate in vocational subjects recognised by Ministry of Higher Education as representing levels of skills for employment purposes.

Sixth Form or the 'A' level programme is taken by a small percentage of students. It is highly competitive and a student takes three subjects from the following clusters in addition to a general knowledge paper:

Arts Subjects

Literature in English
Geography
History
Shona/Ndebele
French
Mathematics
Economics/Principles of Accounts

Science Subjects

Mathematics
Biology
Physics
Chemistry
Geography

Where the school time-table permits, combinations across these clusters are permissible.

3.5 Teacher Education

Teacher Education has seen far-reaching innovations since independence in response to increased enrolments in primary and secondary education. In 1979 the combined teacher output from colleges stood at 3 082. By 1989 it had risen to 15 574. During the same period, the corresponding figures for University graduates were 1 481 and 8 000 respectively.

The basic reason for this increase was not the expansion of facilities but the use of distance education in teacher education. This is the basic course component of the Zimbabwe Integrated National Teacher Education Course (ZINTEC) which was launched in 1981 to train primary school teachers.

Until 1988, the ZINTEC programme was a four year course organised as follows:

- First four months of face-to-face teaching at a residential college during which students received baseline classroom skills.

- Three years and eight months of teaching in a school with full responsibilities during which students received distance materials and carried out assignments.

- During this distance teaching period, students were supported by a group of field tutors and attended vacation and week-end seminars.

- Last four months of face-to-face teaching at a residential college leading to examinations and certification.

There were four ZINTEC colleges which produced a combined teacher output of about 8,000 by 1988 when the programme was modified and scaled down.

Responding to the ZINTEC lessons, conventional teacher training colleges adopted a four year programme where students were resident at colleges during the first and third years and took full classroom responsibilities

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while continuing their training through distance education in the second and fourth years. The Graduate Certificate in Education at the University was similarly modified. It moved from being a one year full time programme to a two year part-time course.

These developments led to an increase in teacher output thus providing quality teachers to an expanding system of provision.

Related developments were overseas recruitment of teachers in the shortage areas of secondary Mathematics, English Language, Science and Practical Subjects and an arrangement with Cuba for 1 200 Science teachers to be trained in that country. Another important development was the introduction of one year Special Education training courses for qualified primary school teachers. These courses prepare teachers for handling visually handicapped, hard of hearing and mentally retarded children.

In 1987 significant changes in teacher education course structures were effected. The conventional pre-service courses were reduced from four to three years. This decision was motivated by problems encountered in supervising students during the fourth year and the high student drop-out rate in the four year programme as a result, among other things, of pregnancies. Also the three years programme produces teachers in a shorter time. In this programme, students spend the second year in schools and supported by distance education and field lecturers.

Also in 1988, the ZINTEC programme was modified. The modified programme has lengthened the residential components at the beginning and end of the course from four to eight months (one to two terms). The total period of training, however, has remained four years, most of which is still spent in schools while students receive distance education materials and are supervised by field lecturers.

The Graduate Certificate in Education has reverted to a one year full time programme.

3.6 Literacy

Literacy for all is a national goal. Programmes are in place to wipe out the estimated 3 million back-log of illiterates. This is a mammoth task which is rightly seen as a multi-sectoral responsibility. Within the Ministry of Education and Culture capacities have been developed to contend with the challenge. A national materials development unit has been established. It develops functional literacy materials and works closely with other delivery systems. A network of facilitators which embraces schools and community opinion leaders has been established. Plans to give bicycles to tutors are at an advanced stage. Mobilisation has been identified as critical to the success of the programme. Hence political leaders, churches and development agencies have been called upon to unite in promoting this cause.

As part of this programme serious attention is being paid to making available post literacy materials to sustain literacy and guard against newly literates falling back into illiteracy.

4.0 PROBLEMS AND CONSTRAINTS

The phenomenal achievements in education have been attended by problems and constraints not altogether unexpected. These are inevitable attendants of a system in transition, birth pains. What emerges is the well-known quantity - quality dilemma. The consolation is that these problems are known and measures are in train to address them.

Although school enrolments have risen sharply, there is the problem of accurately assessing the number of school - age children not attending school. The problem is compounded by the phenomenon of unregistered schools whose statistics are not offically available.

A related problem is that there are very few schools in the commercial farming areas which are private property. There is no statutory instrument to compel owners to build schools in these areas and it is not easy for government to acquire land for that purpose.

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In the remote rural areas, years of neglect and absence of basic infrastructure have led to a slow construction of schools. It is also difficult for these areas to attract and retain qualified teachers.

Inadequate classrooms, workshops and teachers' houses are common characteristics of schools in rural areas. These have an impact on quality of education.

Rapid deterioration of facilities because of the pressure of numbers (e.g double sessioning) is found across the whole education system.

The provision of administrative - supervisory capacities has not been able to keep pace with the expansion of the education system. School administrations are not sufficiently strong and the system is not adequately supervised.

Inadequate per capita grants and shortage of foreign currency have led to a paucity of critical teaching - learning materials.

Practical subjects have been given considerable status in the curriculum but a limiting factor in promoting the teaching of these subjects is the cost of constructing workshops and equipping them. Practical subjects are capital intensive. The same goes for science subjects at "A" level.

The distribution of teaching - learning materials (books and kits) is problematic because of the cost of transportation and absence of storage facilities in regional and district education centres.

In pre-school and literacy programmes reliance on volunteers at the grassroots has proved unsatisfactory because of lack of sufficient motivation.

In spite of the increased teacher output, about 50 per cent of teachers are unqualified. This affects Science and Mathematics most. University graduates are dismally in short supply, adversely affecting the quality of education in the top secondary forms. It is even more difficult to attract University graduates in rural secondary schools. There is therefore an unhealthy reliance on expatriate teachers.

When this situation is taken together with inadequate school leadership and teacher supervision, the effects on the quality of education are obvious.

The localisation of examinations at "O" levels has proved a long drawnout process. Apart from establishing a secure and efficient administrative machinery, there is need to establish capacities in item writing and testing, marking, data processing,programming, etc. These processes take time and are not achieved overnight.

These problems and constraints are well documented and firm programmes are afoot to redress them. The decade 1980 - 1990 has been characterised by expansion. The next decade is one of consolidation and qualitative improvements.

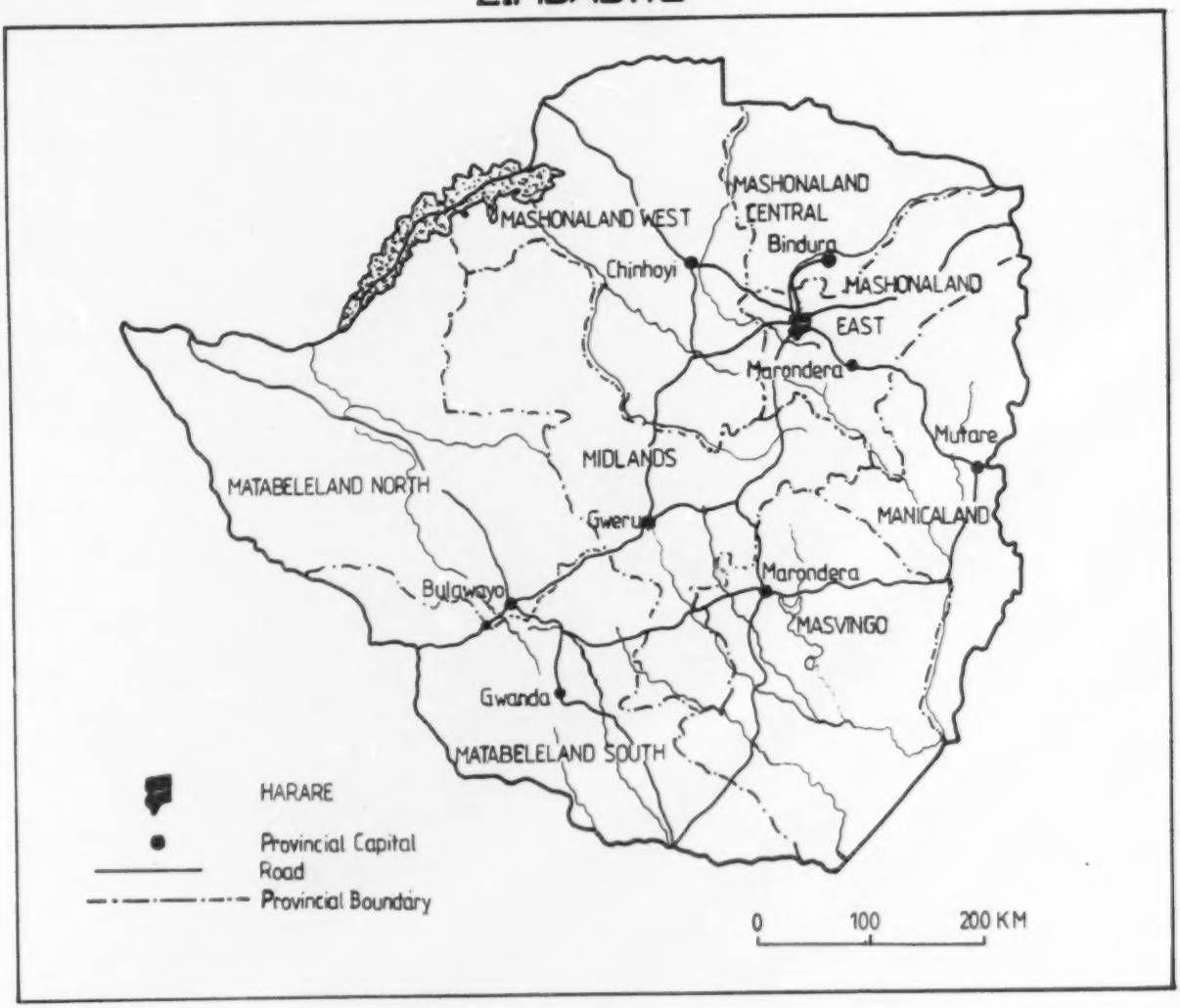
5.0 SOURCES

1. The Secretary for Education Annual Reports (1981 - 1988)
2. The Curriculum Development Unit Plan (1986 - 1990)
3. UNICEF Sector Review document, 1990.
4. SIDA Sector Review document, 1990

6.0 Overleaf

(i)

ZIMBABWE



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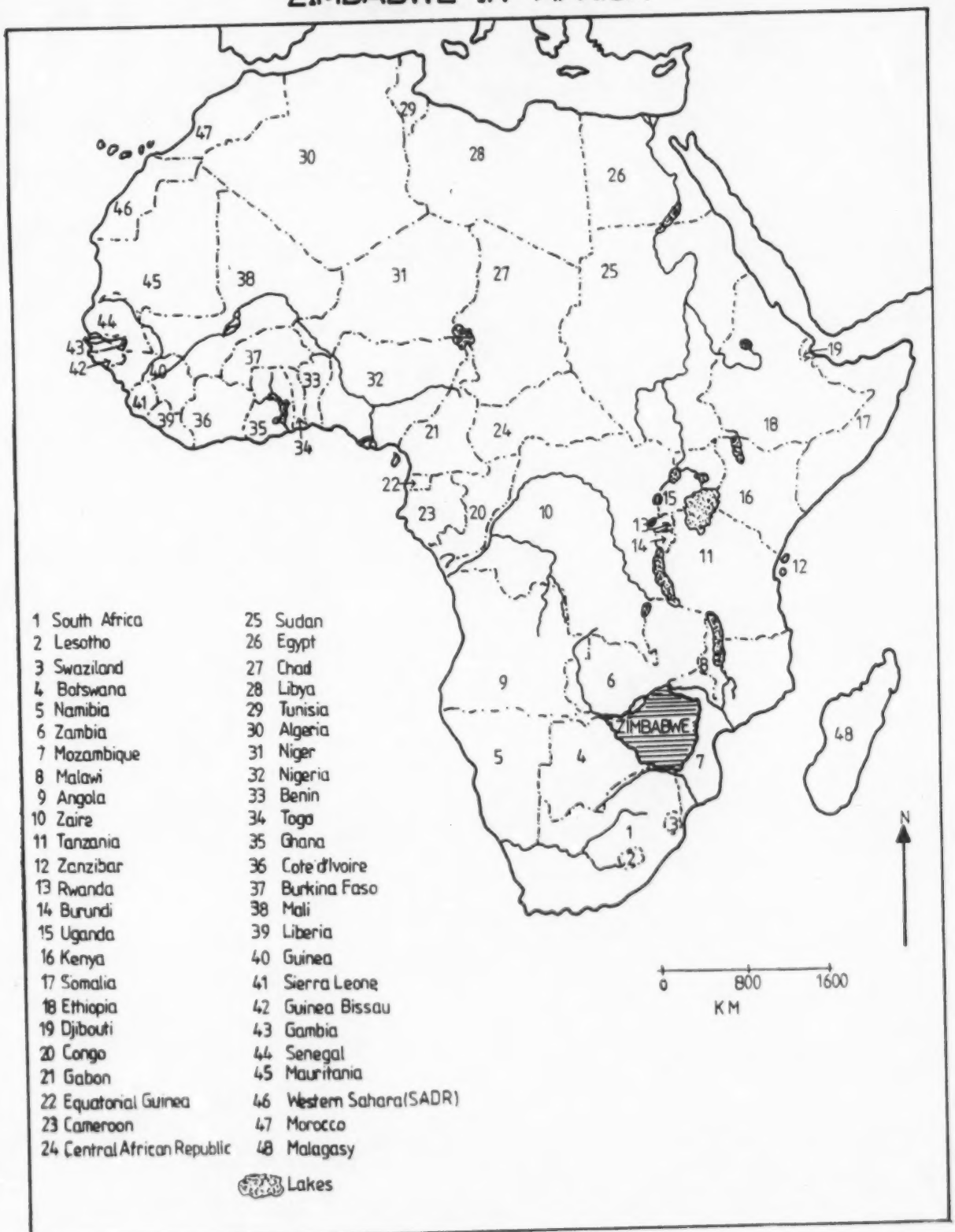
ZIMBABWE IN AFRICA

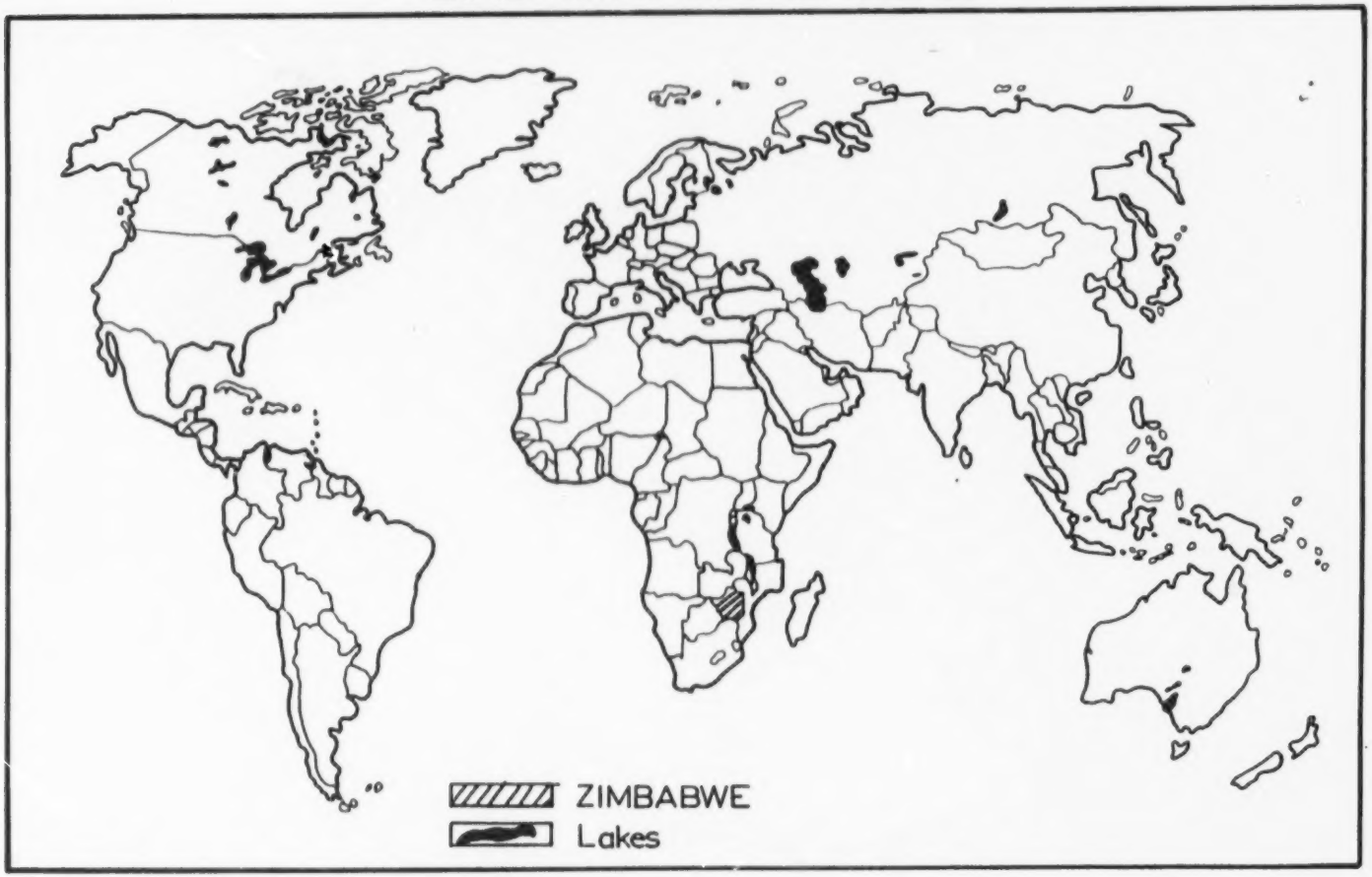


1 South Africa
2 Lesotho
3 Swaziland
4 Botswana
5 Namibia
6 Zambia
7 Mozambique
8 Malawi
9 Angola
10 Zaire
11 Tanzania
12 Zanzibar
13 Rwanda
14 Burundi
15 Uganda
16 Kenya
17 Somalia
18 Ethiopia
19 Djibouti
20 Congo
21 Gabon
22 Equatorial Guinea
23 Cameroon
24 Central African Republic
25 Sudan
26 Egypt
27 Chad
28 Libya
29 Tunisia
30 Algeria
31 Niger
32 Nigeria
33 Benin
34 Togo
35 Ghana
36 Cote d'Ivoire
37 Burkina Faso
38 Mali
39 Liberia
40 Guinea
41 Sierra Leone
42 Guinea Bissau
43 Gambia
44 Senegal
45 Mauritania
46 Western Sahara(SADR)
47 Morocco
48 Malagasy

Lakes

(III)

ZIMBABWE IN THE WORLD



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APPENDIX 4

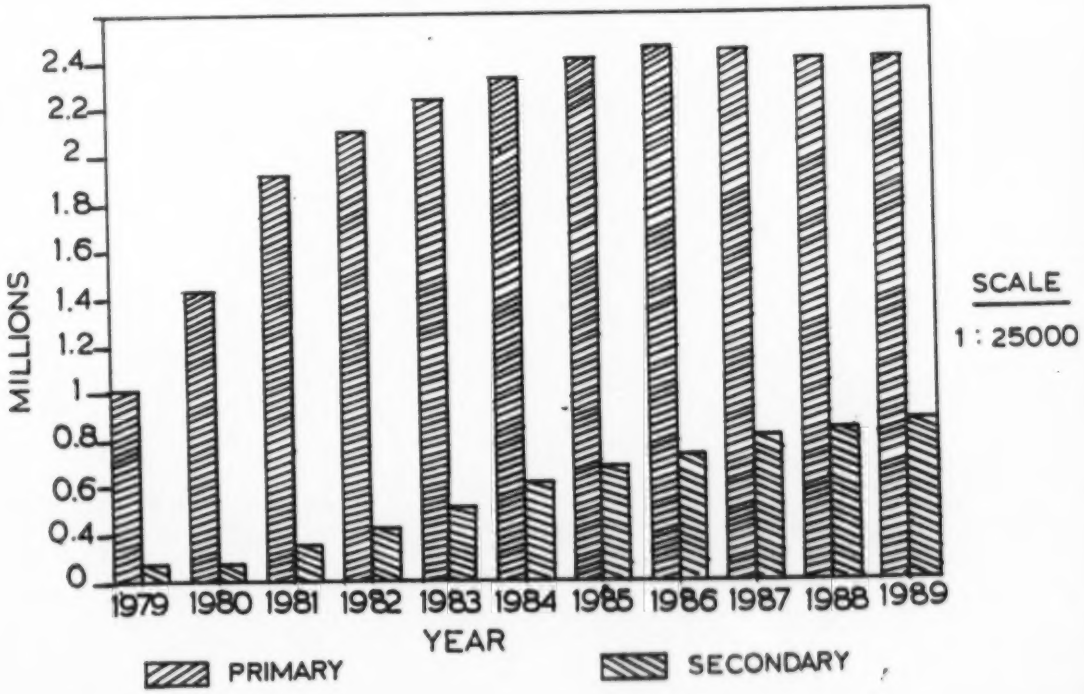
TOTAL ENROLMENT IN PRIMARY AND SECONDARY SCHOOLS

(SOURCE ANNUAL REPORTS)

YEAR	PRIMARY	SECONDARY
1979	819586	66215
1980	1235984	74321
1981	1715163	148690
1982	1907225	227047
1983	2044487	316348
1984	2130487	416413
1985	2216878	482000
1986	2265053	537427
1987	2251319	606652
1988	221203	641005
1989	2214939	678615

TOTAL ENROLMENT IN PRI. AND SEC. SCHOOLS

1979 – 1989 source annual reports

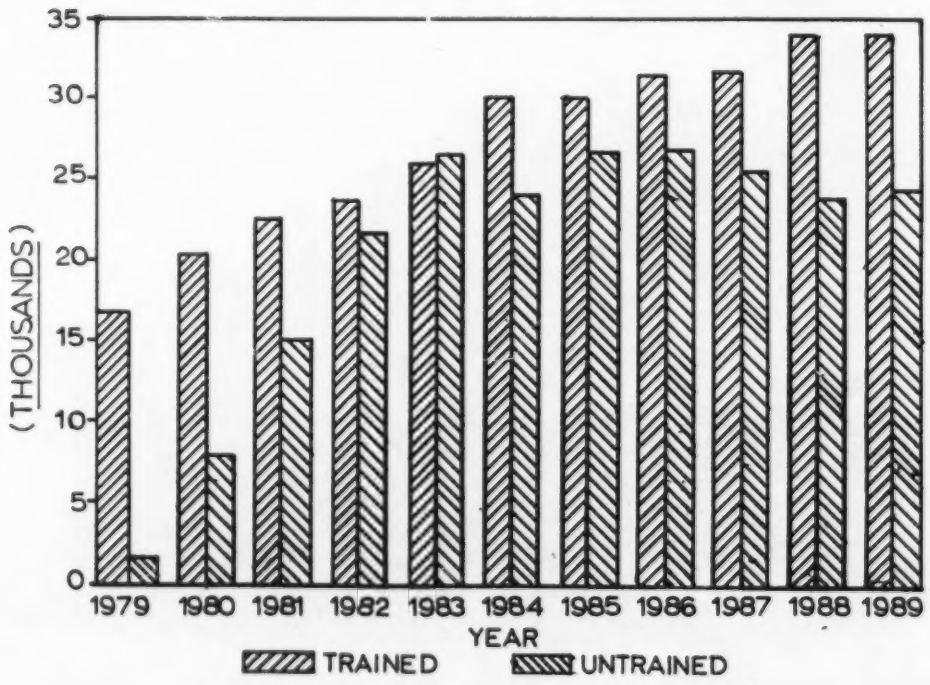


APPENDIX 5

PRIMARY SCHOOLS: TRAINED AND UNTRAINED TEACHERS 1979 1989
SOURCE ANNUAL REPORTS

YEAR	TRAINED	UNTRAINED
1979	16825	1858
1980	20 424	8091
1981	22 654	15 119
1982	23 690	21 768
1983	25 954	26 548
1984	30 080	24 006
1985	30 065	26 626
1986	31 496	26 761
1987	31 661	25 459
1988	33 932	23 830
1989	34 065	24 297

PRIMARY SCHS: TRAINED & UNTRAINED TRS
1979–1989 (source annual reports)



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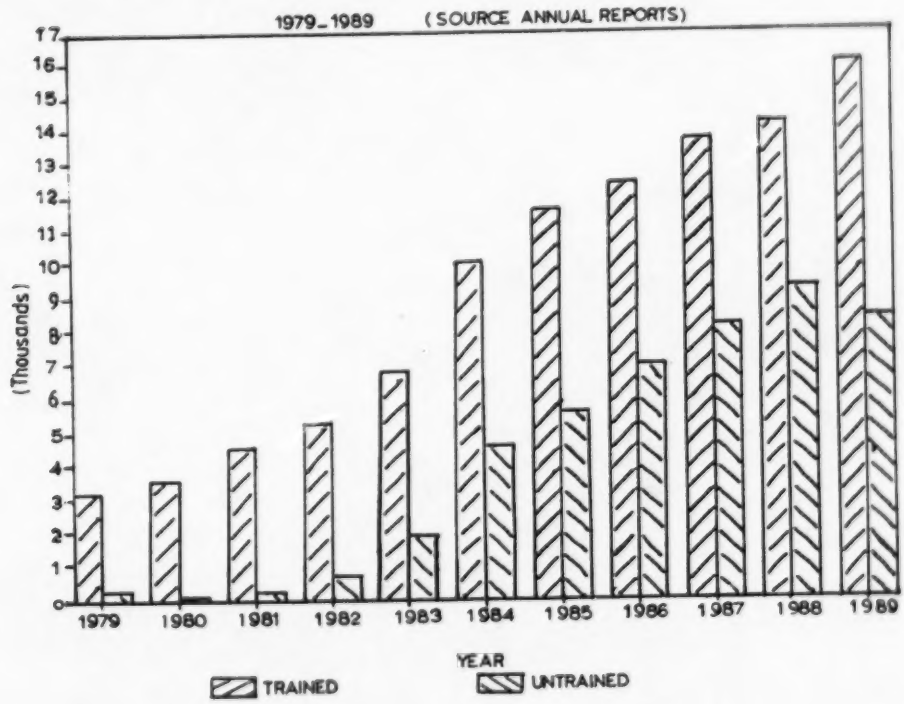
APPENDIX 6

SECONDARY SCHOOLS: TRAINED AND UNTRAINED TEACHERS 1979-1989

(SOURCE ANNUAL REPORT)

YEAR	TRAINED	UNTRAINED
1979	3258	276
1980	3618	112
1981	4608	266
1982	5314	719
1983	6874	1934
1984	10120	4598
1985	11667	5648
1986	12441	7046
1987	13752	8229
1988	14254	9344
1989	16109	8415

SEC SCHS TRAINED & UNTRAINED TRS.



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APPENDIX 7

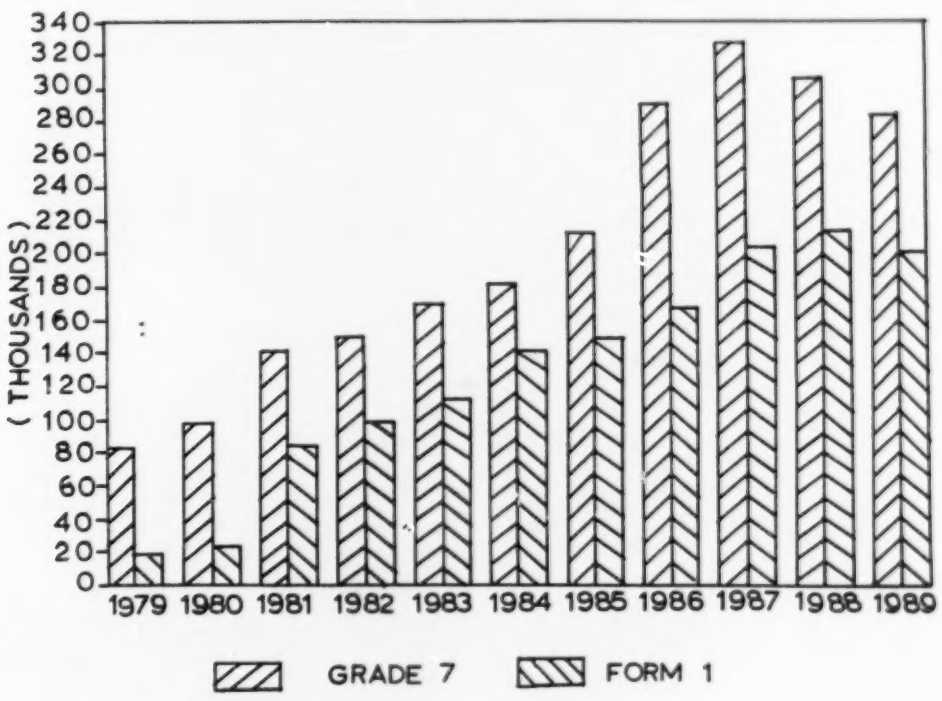
TOTAL ENROLMENTS FOR FORM 1 AND GRADE SEVEN 1979-1980

(SOURCE ANNUAL REPORTS)

YEAR	GRADE 7	FORM 1
1979	82210	18352
1980	97099	22201
1981	140680	83491
1982	148886	97752
1983	168769	110725
1984	181050	138904
1985	212100	148002
1986	288729	166168
1987	325902	202899
1988	305136	211816
1989	281715	200650

TOTAL ENROLMENTS FOR GRADE 7 AND FORM 1

1979-1989 source annual reports



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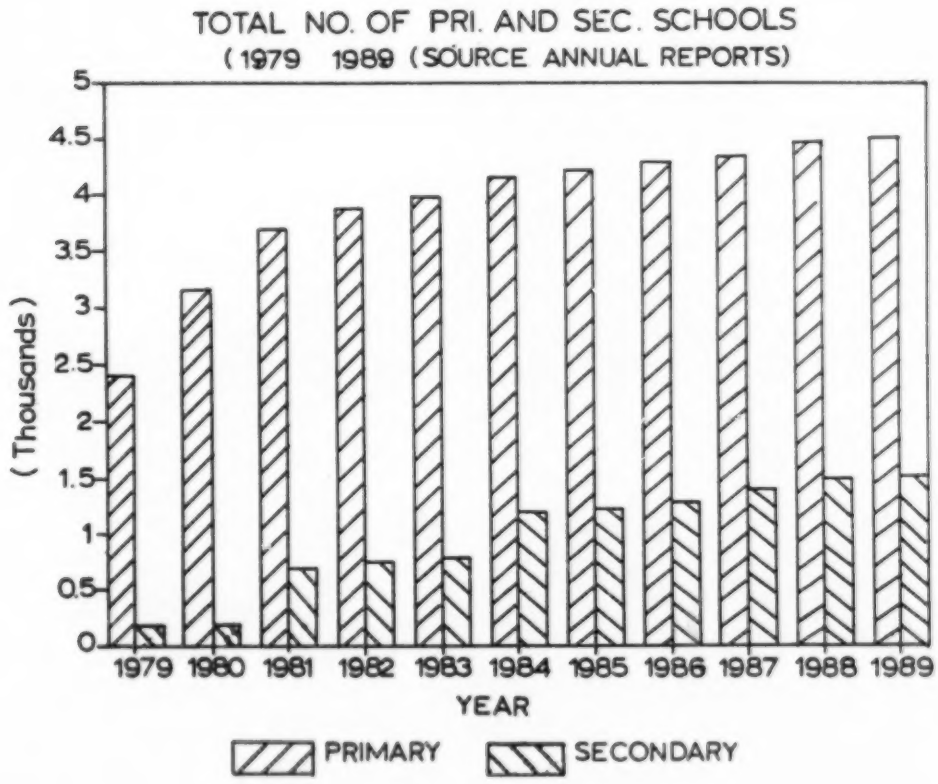
APPENDIX 8

TOTAL NUMBER OF PRIMARY AND SECONDARY SCHOOLS 1979 – 1989 (SOURCE ANNUAL REPORTS)

YEAR	PRIMARY	SECONDARY
1979	2401	177
1980	3161	197
1981	3698	694
1982	3880	738
1983	3960	790
1984	4161	1182
1985	4234	1215
1986	4297	1276
1987	4339	1395
1988	4471	1484
1989	4504	1506



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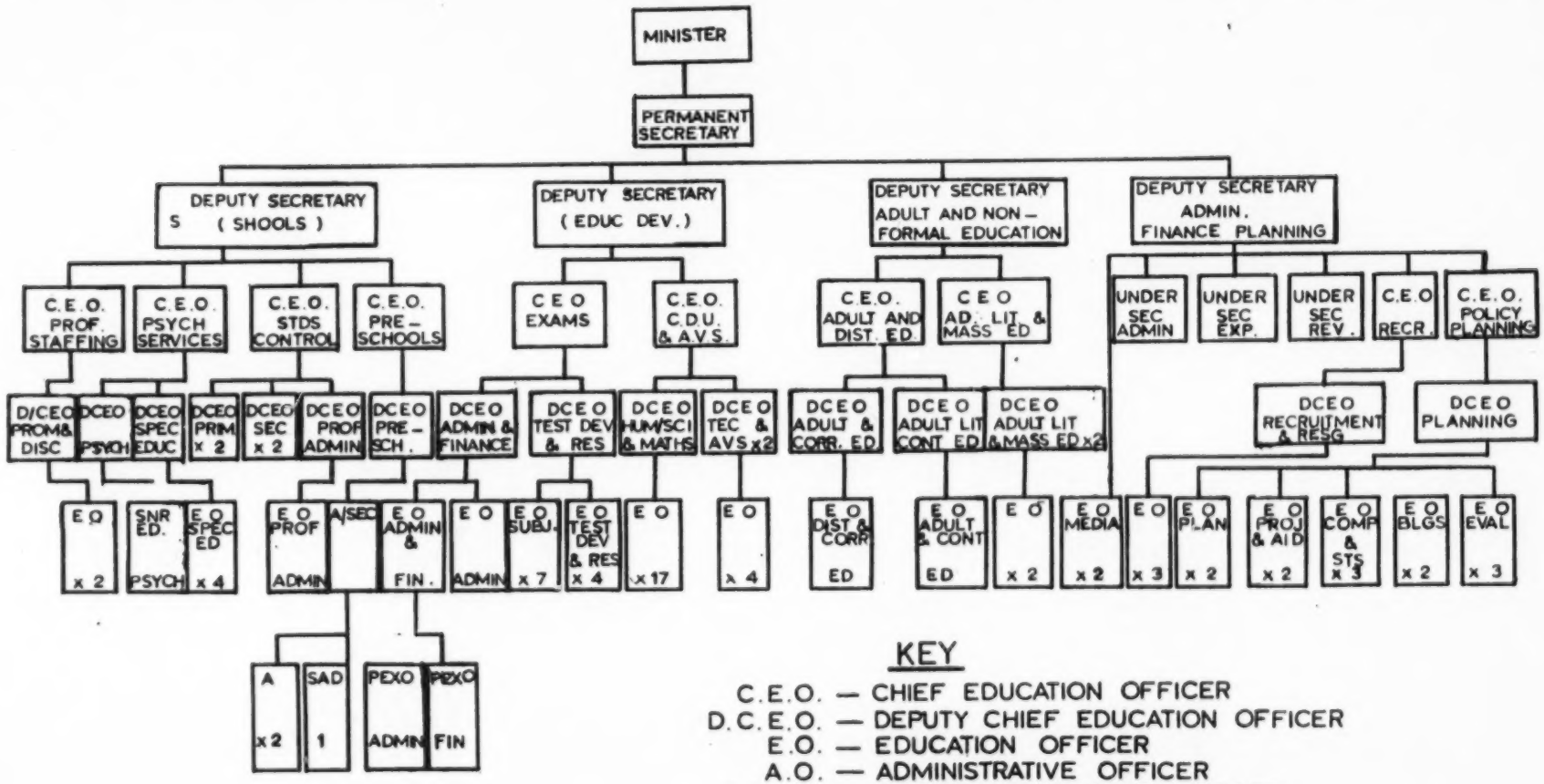
MINISTRY OF EDUCATION AND CULTURE

APPENDIX 9

HEAD OFFICE



KEY

C.E.O. — CHIEF EDUCATION OFFICER
D.C.E.O. — DEPUTY CHIEF EDUCATION OFFICER
E.O. — EDUCATION OFFICER
A.O. — ADMINISTRATIVE OFFICER
P.EX.O. — PRINCIPAL EXECUTIVE OFFICER

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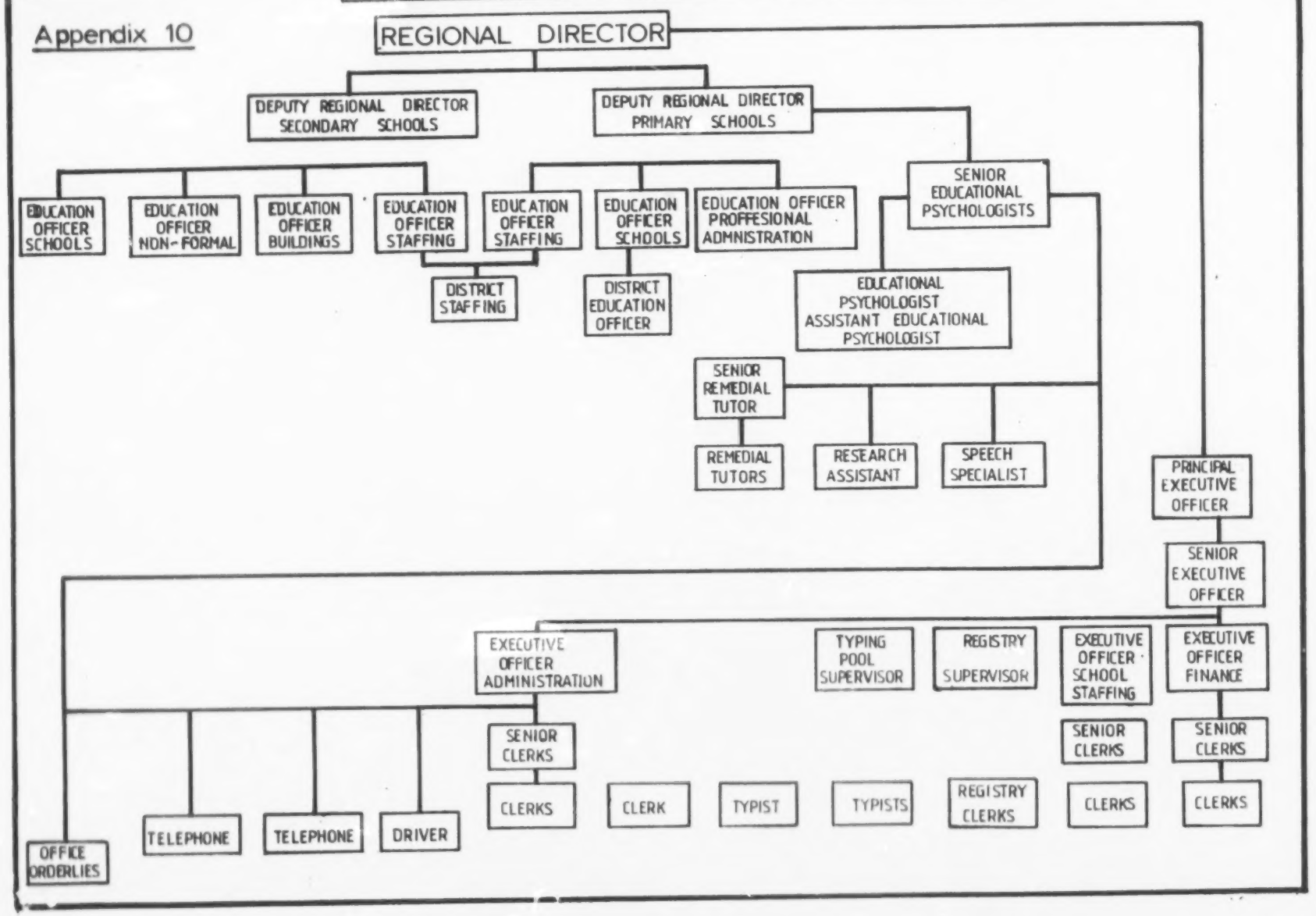
ORGANISATION OF REGIONAL EDUCATION OFFICES

Appendix 10



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